

A New Graded Series

THE AMERICAN EDUCATIONAL READER

Third
Reader.



TEMPERANCE

Mary of Stearns

West Lebanon

W. V.

From Mamma
A New Graded Series.

1918.

THE

K.H.

AMERICAN

EDUCATIONAL READERS.

THIRD READER.

ARRANGED AND GRADED FOR THE
USE OF SCHOOLS.



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P R E F A C E .

THE plan of this Reader is but little varied from that of the second book of the Series. Instead of Pronouncing Exercises preceding the lessons, the definitions of difficult and unusual words are placed at the end. These words have been arranged alphabetically, so as to be of easy reference. Of course, it is not designed that these definitions should be mechanically committed to memory before the lessons are read, but that they should be learned in connection with the reading of the pieces. The constant reference to these lists of words will have the effect to induce the habit of consulting the dictionary, in order to obtain a full comprehension of what is read.

The *Exercises in Analysis*, if rightly used, will be found of great value in training the pupils to give brief summaries of what they read, — a very important matter ; while, at the same time, they will serve as the basis of suitable questioning on the part of the teacher.

The style of pieces prepared and selected for this book will be found but *one step* beyond those of the preceding number of the series, and the arrangement such as to preserve the gradation from the first to the last. In elocutionary as well as literary merit they will be found, it is thought, superior to those of most books of this grade ; while due attention has been given to their moral tendency and usefulness in conveying information.

The *woodcuts* have been drawn and engraved by the best artists, expressly for this book, and will prove valuable, not only as pleasing and attractive embellishments, but as illustrations of the lessons in which they occur.

The *Introduction* contains a full exposition of elocutionary principles, with rules and exercises, as far as they may be made available in teaching the lessons of a book of this grade.

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INTRODUCTION.

PRINCIPLES, RULES, EXERCISES.

1. The *Alphabet* contains twenty-six letters, which are divided into *vowels* and *consonants*.

2. The *Vowels* are *a, e, i, o, u*, and sometimes *w* and *y*. The other letters are *Consonants*.

3. These letters represent the *Elementary Sounds* of the language, which are divided into *Tonics*, *Subtonics*, and *Atonics*. The letter *h* represents a breathing.

4. *Tonics* are open sounds of the voice, represented by the vowels ; as *a* in *ape*, *o* in *old*, &c.

5. *Subtonics* are sounds made in the throat, but changed by the lips, teeth, tongue, or palate ; as *b* in *babe*, *d* in *did*, &c.

6. *Atonics* are mere breathings formed into sounds by the teeth, lips, tongue, or palate ; as *p* in *pipe*, *k* in *kick*, &c.

7. The utterance of the elementary sounds contained in words is called *Articulation*.

8. The articulation of words should be distinct and accurate. Every letter should have its appropriate sound, which should be properly separated from every other sound. This is the *first* requisite in good reading and speaking.

[In the following table all the elementary sounds of the vowels are given. It will be seen that each letter stands for several sounds, so that marks are required to distinguish them. The marks here used are the same as those of Webster's Dictionary.]

SOUNDS OF THE VOWELS.

1	ā	as in	āpe	3	o	as in	dō
2	ǣ	“	ǣt	4	o	“	wōlf
3	ä	“	ärt	5	ô	“	nôr
4	a	“	all	6	ô	“	lôve
5	â	“	âsk	1	ōō	“	mōon
6	â	“	câre	2	ōō	“	bōok
7	a	“	whaṭ	1	ū	“	tūne
1	ē	“	ēve	2	ū	“	ŭp
2	ě	“	ěnd	3	u	“	pull
3	ẽ	“	tẽrm	4	û	“	ûrn
4	ê	“	thêre	5	u	“	rudē
5	e	“	they	1	ȳ	“	drȳ
1	ī	“	īce	2	ȳ	“	hȳmn
2	ĭ	“	ĭt	3	ȳ	“	mȳrrh
3	î	“	fîrm				
4	î	“	pîque				
1	ō	“	ōld				
2	ö	“	öx				

Diphthongs.

oi, oy as in oil, boy
ou, ow as in out, owl

QUESTIONS ON THE TABLE.

How many sounds has the letter *a*?

Give the third sound of *a*.

Give some examples of words containing this sound of *a*.

How many sounds has *e*?

Give its fourth sound.

What sound of *a* is the same as this?

What sounds of *a* and *e* are alike?

What sounds of *a* and *o* are alike?

How many sounds has *i*?

What is the third sound of *i*?

What sounds of *e* and *i* are alike?

How many sounds has *oo*?

What sounds of *u* and *o* are alike?

What sounds of *u* and *oo* are alike?

TONICS.

[In the preceding table the long and short sounds of the vowels are shown; in the following, all the *tonic elements* of the language — the long and the corresponding short sounds — are exhibited, with the different letters used to express them.]

<i>Long.</i>			<i>Short.</i>	
ā	e	āpe, they	ě	ěnd
â	ê	câre, êre	ă	hăt
ä		ärt	à	àsk
ā	ô	all, ôrb	a	ă
ē	ī	ēve, pique	o	o
ẽ	ĩ	hêrb, sîr, mÿrrh	ĩ	ÿ
ō		ôld		sît, hÿmn
o	u	oô, rûle, mōon.	o	u
ũ		ũrn	o	ũ
				wolf, put, bōok
				lôve, lûck

<i>Compound.</i>			<i>(All long.)</i>	
ī	ÿ	īce, mÿ	oi, oy	oil, boy
ū	ew	ūse, new	ou, ow	out, owl

QUESTIONS.

How many long tonic sounds? *Ans.* Thirteen.

How many are simple? *Ans.* Nine.

How many are compound? *Ans.* Four.

How many short tonic sounds? *Ans.* Seven.

EXERCISES ON THE TONICS.

[Pronounce each word, and then the *tonic* sound or sounds contained in it. State the combination of letters by which they are expressed.]

ā. — pay, they, great, nail, reign, gauge.

â. — air, there, heir, parent.

ä. — arch, half, aunt, guard, heart.

ā. — law, daub, walk, broad, corn, sought, George.

ē. — heed, pea, seize, brief, key, people.

- ē. — term, verge, bird, girl, myrrh.
 ō. — hoe, boat, soul, flow, sew, beau.
 o. — tomb, moon, shoe, soup, rule.
 ũ. — urn, hurt, urge, scourge, furl.*
 ě. — any, said, says, head, friend, heifer, guess, bury.
 ǎ. — sad, plaid, carry, barrel, guaranty.
 ǎ. — grass, past, dance, branch, pass.
 a. — what, want, lock, hough, knowledge.
 ĩ. — been, sieve, build, pretty, busy, syntax.
 o. — wool, could, pull, bush, book.
 ô. — done, one, come, does, blood, young, sun.
 ĩ. — eye, pie, buy, rye, guide, sleight, choir, aisle.
 ũ. — tune, suit, view, feud, cue, beauty.

SUBTONICS.

1	b	as	in	bib
2	d	"	"	did
3	ġ	"	"	gag
4	{ ġ j	"	"	gin
		"	"	jar
5	z	"	"	zest
6	th	"	"	thy
7	v	"	"	vine
8	zh	"	"	azure
9	l	"	"	lull
10	m	"	"	mum
11	n	"	"	nun
12	r	"	"	bard
13	ng	"	"	sing
14	w	"	"	way
15	y	"	"	you

ATONICS.

1	p	as	in	pipe
2	t	"	"	tone
3	k	"	"	kind
4	ch	"	"	church
5	s	"	"	sin
6	th	"	"	thin
7	f	"	"	fine
8	sh	"	"	ship

h aspirate, or breathing, as in *hat*.

* This sound is nearly the same as *e* in *her*, or *i* in *girl*, but is to be carefully distinguished from it.

QUESTIONS.

How many subtonics are there? Give the sound of each. How many Atonics are there! Give the sound of each. Which subtonics and atonics are similar, or cognate sounds? *Ans.* *b* and *p*, *d* and *t*, &c. What are *l*, *m*, *n*, *r* sometimes called? *Ans.* Liquids. What is the letter *h*?

EXERCISES.

[Spell each word by its sounds.]

- b** and **p**. — bib, babe, hobby; pip, cape, happy.
d and **t**. — did, odd, eddy; tip, top, totter.
g and **k**. — gig, plague, ragged; kin, like, echo.
j and **ch**. — jar, join, ginger; char, churl, charter.
z and **s**. — zone, adz, reason; sun, pass, tussle.
th and **th**. — then, bathe, thither; thin, lath, youthful.
v and **f**. — vine, valve, nephew; fine, cough, baffle.
zh and **sh**. — osier, vision, glazier; ship, sure, ocean.
l. — lull, lily, silly, woolly, pallid.
m. — elm, lame, hammer, mummy.
n. — none, noun, linen, tannin.
r (smooth). — bard, bare, order, murmur.
r (trilled). — ray, ring, right, rough, reason.
ng — bring, gang, anger, singing, think.
w. — win, one, wound, buoy, languid.
y. — yes, yield, alien, union, valiant.

In order to acquire distinctness in articulation, pupils should frequently be exercised in the elementary sounds.

Whenever a word is mispronounced, the teacher should give the correct sounds of the letters composing it, and require the pupils to do the same, until a correct enunciation is secured.

PRONUNCIATION

The *pronunciation* of words depends upon the sounds given to the letters, and the placing of the *accent*.

Accent is the stress placed upon a particular syllable of a word; as *ap'ple*, *compel'*, &c.

The correct pronunciation of words can only be learned by

observing the language of correct speakers, and by a diligent use of the Dictionary. Avoid the following

COMMON ERRORS.

<i>Incorrect.</i>		<i>Correct.</i>	<i>Incorrect.</i>		<i>Correct.</i>
srub	<i>for</i>	shrub	heav en	<i>for</i>	heav'n
srill	"	shrill	giv en	"	giv'n
stawm	"	storm	sul lar	"	cel lar
lor	"	law	chil drin	"	chil dren
vice	"	voice	drownd ed	"	drowned
git	"	get	hun durd	"	hun dred
set	"	sit	suf fice	"	suf fize
caow	"	cow	b' lief	"	be lief
of ten	"	of'n	stat choo	"	stat ue
sof ten	"	sof'n	up pear	"	ap pear
glis ten	"	glis'n	read in'	"	read ing
this tle	"	this'l	mount'n	"	mount ain
fel ler	"	fel low	his t'ry	"	his to ry
wid der	"	wid ow	ev'ry	"	ev ery
el um	"	elm	reg'lar	"	reg u lar
chas um	"	chasm	fear luss	"	fear less
sence	"	since	judg munt	"	judg ment

INFLECTION.

Inflections are turns or slides of the voice, used in reading

or speaking ; as, Will you *remain* or *depart* ?

The Rising Inflection is an upward turn or slide of the voice, when the voice ends higher than it begins ; as, Will you come again ?

The Falling Inflection is a downward turn or slide of the voice, when the voice ends lower than it begins ; as, When will you come ?

The rising inflection is denoted by the acute accent, thus ('); and the falling inflection by the grave accent; thus (`).

The Circumflex indicates the union of the rising and falling inflections on the same word; as, Can the dôve live with the hăwk? It is denoted thus (˘) or thus (˘).

RULES FOR INFLECTION.

The *Falling Inflection* is required

1. When the sense is completed, as at a semicolon or period.
2. In asking an indirect question, or one that can not be answered by *yes* or *no*.
3. In expressing a command, or in an exclamation.

The *Rising Inflection* is required

1. In asking a direct question, or one that can be answered by *yes* or *no*.
2. In addressing or calling. But in repeating a call, the falling inflection may be used; as, John'! *John'*!

3. The *Circumflex Inflection* is used in expressing ridicule, scorn, or surprise.

EXERCISES.

[Give the inflections as marked, and state the rule that applies to each case.]

1. The sun has set in the west'; and the air, which was sultry, has become cool'.
2. Whom did you see'? What did you say'?
3. Go to the ant', thou sluggard'. Rouse thee up! Hurrah'! We are safe'! Boat, ahoy'!
4. Are you afraid'? Will you go'?
5. William', come hither'. William', come hither I say.
6. It is vastly easy for yôu, to accuse ôther people of laziness. Thêy will do so! Ohô, is thât what you mēan'?

EMPHASIS.

Emphasis is the distinguishing of a particular word, or words, of a sentence by stress of the voice, inflection, or pause.

Rules.

1. *Important* words may be emphasized by simple stress of the voice, or by a rising or falling inflection ; as, Will *you'* go to town? I will *not'* go to town.

2. Words in contrast should be emphasized by stress, and by using one kind of inflection with one word, and the opposite kind with the other ; as, I said *yes'*, not *no'*. I want a *pên*, not a *böök*.

3. Emphasis is strengthened by increasing the force and pitch of the voice ; as, *Lost!* LOST! LOST! a pearl of price. He ran, and cried, *Fire!* FIRE! FIRE! *To arms!* To ARMS! TO ARMS! they cry.

GENERAL RULES.

1. Reading should be *natural* ; that is, it should be adapted, in inflections, emphasis, and tones, to the *subject*.

2. The *first* requisite for good reading is, to *understand* what is to be read. Hence, before reading any piece, it should be carefully studied, with the view to find out what thoughts, facts, or feelings it is designed to express. The meaning and pronunciation of new and difficult words should, of course, be learned.

3. Especially should the *tones* of the voice be distinct and audible, but not pitched upon too high a key. Nothing impairs the effect of reading more than a strained and unnatural tone of the voice.

THIRD READER.

LESSON I.



MY LITTLE SAIL-BOAT.

1. There was a little stream of water that ran along near my father's house. I seem even *now* to hear its sweet and joyous music, as it danced over its stony bed on its way to the sea.

2. This stream was so small that my brother and I made a dam across it in less than two days. How many times have I waded up to my knees in the pond we thus made, happy as the little fish that played in its waters!

3. But one of the greatest feats of my boyhood days was to make a sail-boat that would float and coast round on my little pond of water.

4. All the tools I had to work with were a jackknife and a gimlet. With these I made the thing complete, without the aid of any one. When I set it afloat, and saw it glide over the water "like a thing of life," my joy was full.

5. I shall never forget how happy I was. I clapped my hands and shouted for joy. Robert Fulton could not have been happier, when he saw his first steam-boat move off, on the waters of the Hudson.

6. I have since been the owner of several steam-ships and other vessels, but none of them ever gave me one half the pleasure that I felt as I viewed my first little sail-boat gliding over that pond of water.

7. I saw a little boy the other day, sailing a boat which he had made, and in a moment the scenes of my boyhood came fresh to my mind. How joyous were the days of my first boat-building!

QUESTIONS FOR THE ANALYSIS OF THE LESSON. — What is the subject of this lesson? In what way was the boat made? Where was it floated? How did the little boat-builder feel then? By whom is this story told, — a boy or a man?

DEFINITIONS.

Eōast, to sail near the shore.
Com plēte', entire ; finished.
Fēats, deeds, or acts.

Ĝim' let, a tool for boring holes.
Jăck' knife, a large pocket-knife.
Joy' ous, full of joy ; merry.

LESSON II.



THE TRUTHFUL BOY.

1. One day little Lewis Lee was playing with the cat in his mother's room. There was a pretty blue vase on the table ; and Lewis, while trying to catch the cat, hit the vase with his arm, and it fell on the floor and was broken.

2. Lewis began to cry; for he was afraid that his mother would think he had been very careless, and would punish him. One of his playmates, who was a bad boy, spoke in his ear and said, "Never mind; tell your mother the cat did it."

3. But Lewis said, "No, no! I will not tell a lie. I will go at once to my mother, and tell her what I have done. I am sure she will not be angry, if I tell her the truth."

4. His mother was sorry for the loss of her pretty vase; but she was not angry with Lewis. She said she was glad that he did not say the cat did it, and that she more highly prized her little boy for telling the truth than she did the most costly vase that was ever made.

5. Lewis was very glad that he did not tell a lie, and thus grieve his kind mother. And he also saw clearly that it is always better to tell the truth, than to try to conceal a fault by telling a falsehood.

ANALYSIS. — How came Lewis Lee to break the vase? Of what was he afraid? What did his playmate say to him? What did he reply? What did his mother tell him? How did he feel then?

DEFINITIONS.

Con cēal', to hide.

Ġriēve, to make sad.

Pret' ty (*prēt-ty*), handsome; fine.

Prized, highly valued.

Vāse, a vessel of elegant form,
used for ornament.

LESSON III.



THE USE OF RAIN.

Frank. Father, do you see that dark cloud rising in the west'?

Father. Yes, my son; I think we shall have a shower very soon.

Frank. I fear that dark cloud will bring thunder and lightning. I am afraid of thunder; and I wish it would not rain.

Father. That is a very foolish wish. God sends the rain and the thunder and the lightning for your good. If you love and serve Him, you need not fear any harm.

Frank. But what is the use of the rain, father? I wish it would be fair weather all the time. I am sure it would be a great deal more pleasant.

Father. If it did not rain, the grass would not grow, and the cows would give us no milk. We should have no butter nor cheese.

Frank. Would not any thing grow if it did not rain'?

Father. No, indeed! If there were no rain, the wheat and the rye and the corn would not grow, and we should have no bread to eat.

Frank. But we should have plenty of apples, pears, plums, peaches, and other fruit, if there were no rain; should we not?

Father. I suppose you know that apples, pears, plums, and peaches grow on trees; and if there were no rain, there would be no trees on which the fruit could grow.

Frank. I did not know before, that the rain was of so much use. When I see a shower coming again, I will think how much good it will do. How thankful we ought to be to God, who is so good as to send us the rain!

Father. Indeed, we ought; and besides, if there were no rain, the springs and brooks and rivers would all be dried up. There would be no water in our wells, and then we should

have nothing to drink. God is very good to send us rain. We should indeed be thankful to Him for all the blessings which we enjoy.

ANALYSIS. — What indicated a coming storm? What was Frank afraid of? What wish did he express? What did his father remark? Can you now tell the various uses of rain? What is such a piece as this called? *Ans. A dialogue.* What is a dialogue? *A conversation between two or more persons.* At which questions in this piece should the rising inflection be used? Why? Where should the falling inflection be used?

LESSON IV.

THE SEASONS.

[The class may be divided into two divisions, and each read in concert alternately as indicated.]

FIRST DIVISION.

Do you love the pleasant Spring,
When the birds begin to sing'?

SECOND DIVISION.

Yes, O yes; we love the Spring,
Many pleasures it doth bring'.

FIRST DIVISION.

Do you love the Summer fair,
With its flowers rich and rare'?

SECOND DIVISION.

Yes'; when days are bright and long,
All seem joyous as a song'.

FIRST DIVISION.

Do you love the Autumn brown,
When the leaves come falling down'?

SECOND DIVISION.

Yes'; it brings the fruit and grain,
And the nutting time again'.

FIRST DIVISION.

Do you love the Winter bold,
With its biting frost and cold'?

SECOND DIVISION.

Yes'; for Winter brings its share
Of cheerful sports and pleasures rare'.

FIRST DIVISION.

Let us thank our Father dear,
For each season of the year'.

WHOLE CLASS.

Summer, Autumn, Winter, Spring,—
Each doth some rich blessing bring'.

LESSON V.

**THE OAK.**

1. Here is a picture of a large old oak-tree. Beneath its leafy boughs may be seen a number of boys and girls, who have come, during a warm day in summer, to enjoy the cool shade.

2. This tree has withstood the angry blasts of over a hundred winters, and it is still strong and flourishing. Look at its thick trunk, and its wide-spreading branches.

3. Would you like to see this grand old tree cut down'? O no! Let it be spared to delight the eye, as well as to give shade to the weary when the sun pours its scorching rays upon the earth.

4. Who does not like to look upon its towering form, its huge limbs, and its massive trunk? What a grand object for a picture is an old oak-tree!

5. Only think, this tree was once a little acorn, not much larger than the end of your thumb; but, day by day, and year by year, it kept growing, till it became this stately king of the forest.

6. It is only in this way that we can grow in wisdom and virtue,—not all at once, but by degrees. We can learn something every day, and thus, little by little, store our minds with useful knowledge, and fill our hearts with the treasures of goodness.

7. Small duties grow to mighty deeds,
 Small words, to thoughts of power;
 Great forests spring from tiny seeds,
 And moments make the hour.

DEFINITIONS.

De light' , to please greatly.	Stāte' ly , tall; lofty.
Floŭr' ish ing , thriving; growing.	Tī' ny , very small.
Lēaf' y , full of leaves.	Tow' er ing , rising up like a tower.
Māss' ive , bulky; large.	Trēas' ures , things of great value.
Might' y , strong; performed with strength.	With stood' , stood up against.

LESSON VI.

**“THAT ’S HOW!”**

1. One night, in the winter, the snow fell very fast, and the wind piled it up in large drifts, or heaps, so that it lay quite deep on the ground.

2. When little Abel got up in the morning, he found a large drift of snow between his father’s house and the well.

3. He went to work to make a path through the snow-bank; but he had nothing to do it with but a little shovel.

4. "How do you expect to get through that great drift of snow with that small shovel?" asked his father.

5. "By keeping at it," said Abel. "That's how!" And he did keep at it till it was done.

6. Abel was right. He not only made a path through the snow-bank, but he will make his way through the world, if he keeps on in the same manner.

7. Have you a hard lesson to learn? Do not spend your time in *fretting*, and say, "I can't learn it!" but go about it, and keep at it. That is the only way to conquer it.

8. Have you a *bad temper*, or a *bad habit* which you wish to cure? It can not be done by *being sorry*, and *crying over it*. *You must fight it* all the time, till you are rid of it.

9. You may be asked to do something which may seem quite hard at first, and you may make but little progress; but by "keeping at it," you will, in time, perform it.

10. Remember, little Abel made a path through the great snow-bank, with a little shovel, by "*keeping at it*." THAT'S HOW!

DEFINITIONS.

Čŏn' quer, to subdue; to master.	Per fôrm', to do.
Ex pět', to look forward to.	Prôg' ress, moving forward.
Frêt' ting, showing ill temper.	Re mêm' ber, to keep in mind.
Hăb' it, a fixed way or manner.	Těm' per, state of mind.

LESSON VII.

THE BEST FRIENDS.

1. "I wish I had some good friends to help me on in life," said lazy Peter, with a yawn.

2. "Good friends!" said Daniel; "why you have *ten* already. Of what use would it be to you to have more?"

3. "How do you make that out?" said Peter, with surprise. "I am sure there are none who will give me any assistance; and I need it very much."

4. "Count your fingers and thumbs," said Daniel, "and tell me how many you have." "Why, I have ten, to be sure," said the other, looking down on his big, strong hands.

5. "Then do not say you have no friends to help you, Peter," said Daniel. "They are your *best friends*; and you should not complain till you have tried what these can do for you."

6. Peter took the hint, and went to work in earnest. He soon found that *industry* is not only a friend itself, but that it gains us many others; and he never afterward complained of wanting the assistance of friends to help him on in life.

DEFINITIONS.

As sĭst' aņce, aid ; help.

Com plāin', to murmur ; to grumble.

Ēar' nest, eager ; ardent.

(In earnest, with fixed purpose.)

Īn' dus try, attention to work.

Sur prĭse', wonder ; astonishment.

Yawn, to open the mouth from fatigue or sleepiness ; to gape.

LESSON VIII.



TWO KINDS OF RICHES.

1. A little boy sat by his mother. He looked long in the fire, and was silent. After a while his eye grew bright, and he said, "Mother, I wish to be rich."

2. "Why do you wish to be rich, my son,"

asked his mother. And the child said, "Because every one praises the rich. Every one inquires after the rich. The stranger at our table to-day asked who was the richest man in the village.

3. "There is a boy at our school who does not like to learn. He takes no pains to get his lessons well. Sometimes he speaks evil words; but the children do not blame him, for they say he is rich."

4. The mother saw that her son was in danger of believing *riches* might take the place of *goodness*, or be an excuse for *indolence*, or cause those to be held in honor who lead sinful lives.

5. So she asked him, "What is it to be rich?" And the boy answered, "I do not know. But tell me how *I* may become rich, that all may ask after me, and praise me."

6. The mother replied, "To become rich is to get money. For this you must wait until you are a man." Then the boy looked sad, and said, "Is there not some other way of being rich, that I may begin now'?"

7. She answered, "Money is not the *only*, nor the *true* riches. Fire may burn it, the floods may drown it, the winds may sweep it away, moth and rust may waste it, and the robber may seize it.

8. "There is another kind of riches which is not kept in the purse or the bank, but in the heart. Those who possess this kind of riches are not always praised by men, but they have the praise of God."

9. Then said the boy, "May I begin to gather these riches *now*, or must I wait till I am a man?" The mother said, "You may begin *to-day*; for the promise is, '*They that seek me early shall find me.*'"

10. Love and obey God's Word, and strive all the days of your life to *be* good, and to *do* good. Then, though you may be poor in this world, you shall be rich in faith, and an heir of the kingdom of heaven.

ANALYSIS. — The *subject* of the lesson? *Par.* 1. Where the boy was sitting; What he said to his mother. 2. The mother's question; The boy's reply. 3. What he said of the conduct of the rich boy at school. 4. What the mother feared when she heard that. 5. What she asked then; His reply. 6. What she said about becoming rich; His reply to this. 7. What she said about the first kind of riches. 8. The other kind of riches. 9. Inquiry of the boy as to when he could begin to gather it; Her answer. 10. How to be rich in *faith*, and an heir to the kingdom of heaven. State all you can remember about this lesson.

DEFINITIONS.

An' swered, replied.

Heir (*âr*), one who receives property on the death of the owner.

Höñ' or (*ñn' ur*), esteem.

Ïn' do lençe, idleness.

In quires', asks about.

Kĩng' dom, a country ruled over by a king.

O bey', to submit to.

Pos sěss', to have as an owner.

Prömm' ĩse, an assurance; a pledge.

Vĩl' lage, a small town.

LESSON IX.

GOOD COUNSEL.

1. Guard, my child, thy *tongue*,
That it speak no wrong ;
Let no evil word pass o'er it ;
Set the watch of truth before it,
That it speak no wrong :
Guard, my child, thy tongue.
2. Guard, my child, thine *eyes* ;
Prying is not wise ;
Let them look on what is right,
From all evil turn their sight ;
Prying is not wise :
Guard, my child, thine eyes.
3. Guard, my child, thine *ear* ;
Wicked words will sear ;
Let no evil word come in,
That may cause thy soul to sin ;
Wicked words will sear :
Guard, my child, thine ear.
4. *Ear*, and *eyes*, and *tongue*,
Guard, while thou art young ;

For, alas! these busy three
 Can unruly members be :
 Guard, while thou art young,
 Ear, and eyes, and tongue.

DEFINITIONS.

Prÿ' ing , looking into what should be concealed.	Sēar , to harden, as by burning.
	Un ru' ly , not easily governed.

LESSON X.

DO AS YOU WOULD BE DONE BY.

Amos. I never will play with Oscar again. He is a naughty boy, and I do not like him.

Mother. What is the matter now, my son? I thought you and Oscar were very good friends.

Amos. So we have been; but I do not like him at all *now*. He has taken my new India-rubber ball, and he says he will keep it all the time.

Mother. How came Oscar to run away with your ball?

Amos. Why, mother, *he* wanted to play with it, and so did *I*. I let him look at it, and then I took it again; because it was *my* ball. When I was playing "bounce," it rolled away. I ran



after it, and so did he; and he got it before I could, and took it home.

Mother. It was wrong in Oscar to take away your ball in such a manner; but suppose *he* had a nice ball, and you had none, would you not like to have played with it'?

Amos. O yes; indeed I should!

Mother. And do you think Oscar would have let you play with his ball'?

Amos. I think he would; for he is *very* kind, sometimes.

Mother. You would like to play with Oscar's ball, and yet you were not willing to let him

play with yours. This was not doing as you would be done by.

Amos. Well, did he do *right* in taking my ball away'?

Mother. No'; he did *wrong*, and so did you; but you did wrong first. If you had let him play "bounce" with you, then you would both have been happy; but now you are both unhappy.

Amos. That may be true; but he shall give up my ball.

Mother. Oscar will not keep it long. He only took it to vex you a little. He will return it before night.

Amos. But suppose he should lose it, do you think he would buy me another'?

Mother. He will, if he does by you as he would be done by. But I think I hear Oscar's voice in the hall.

Amos. Yes, mother, it is Oscar. I will go and meet him.

Oscar. Here, Amos, I have brought home your ball. Mother said I was a naughty boy to run away with it, and she told me to come and bring it back. I am sorry I vexed you, and I will not do so again.

Amos. I am sorry, Oscar, I did not let you play with the ball; for I know it was

that which made you think of running off with it.

Mother. Boys, I am glad to learn that you both have seen your error. If you would live in peace, and avoid harsh words and angry feelings, always DO UNTO OTHERS AS YOU WOULD HAVE THEM DO UNTO YOU.

ANALYSIS. — Why did Amos and Oscar quarrel? Which of them was in fault? Why? Did Oscar do wrong? What rule did Amos break? What did Oscar say when he brought the ball back? What reply did Amos make? When we have done wrong to others, should we not acknowledge it? What advice did Amos's mother give to the boys? What rule should all obey?

LESSON XI.

THE RIPPLE IN THE STREAM.

1. As little Henry stood one day by the side of a clear stream, looking at the calm, smooth water, and watching the flies as they darted over its surface, he tried to throw a small pebble across to the other side.

2. He took up the stone, and threw it with all his strength; but instead of reaching the other side of the stream, it fell into the middle of it, and made a little ripple on its smooth surface.

3. As Henry watched it, he saw the ripple

expand into a little circle, which grew larger and larger, until it slowly passed away out of sight.

4. This pleased him so much, that he threw another stone into the water, and then another, and kept on throwing them in, and watching the widening circles with pleasure and surprise.

5. When his mother came to see what he was doing so near the water, he cried out, "O mother! see what large rings this little stone makes in the water! See how they spread and grow!"

6. His mother said, "Henry, I am glad you notice such things; they are not only very pretty, but can teach you many useful lessons. Every little thing which you *do* or *say* is like the falling of the little stone into the water.

7. You think it is a small matter, but you do not know where its effects will end. It makes, at first, only a very little ripple in your own mind or in that of another; but it does not end there: it widens and widens, until it has wrought much good or evil.

8. All the great changes in the world took their rise from little things. We must watch our smallest actions; for we can not tell how great their effects will be. Let us see, therefore, that they be good; and then nothing but good can, in the end, come from them.

9. Henry was very glad to find that he could

learn a useful lesson even by throwing a little pebble into the water; and he resolved that he would keep a close watch over his conduct, lest by some wrong deed, however small, he might do himself or others much harm.

DEFINITIONS.

Čön' duet, the way a person acts.

Ex pänd', to spread; to widen.

Pěb' ble, a small, smooth stone.

Re šölvéd', made up his mind.

Ríp' ple, a little wave, or dimple,
on the surface of water.

Rise (*rice*), beginning.

Wrôught, worked; caused.

LESSON XII.

THE REINDEER.

1. The reindeer lives in a cold and dreary country, where for months the light of the sun is not seen, and the earth is covered with deep snow. He will draw his master in a sled over the snow, and he can travel very fast.

2. To the people of that cold country he is as useful as the horse and the ox are to us. He is not only a beast of burden, carrying heavy loads, and conveying his owner over the snowy wastes, but his flesh is used for food.

3. The skin of the reindeer is thick and warm, and is used for blankets, and sometimes

as a covering for huts and tents. It is also cut into long strips, and used for ropes.

4. The fat of this animal is made into oil, and is used to burn in lamps, so that the people



may have light during the long night of winter. The hair is sometimes made into beds, and the horns and bones are used to make spoons, knife-handles, and many other things.

5. In the summer, the reindeer feeds on various kinds of plants; but in the winter he digs up, with his large antlers, a kind of moss that grows under the snow. This is his chief food, and he is very fond of it.

6. The speed of this animal is very great; he has been known to travel at the rate of nearly twenty miles an hour. In Sweden, there is a statue of a reindeer that is said to have traveled more than five hundred miles in three days.

DEFINITIONS.

Ān' i mal, a living creature.

Ānt' lers, branching horns.

Con vey' ing, carrying.

Drēar' y, gloomy ; dismal.

Stāt' ue, an image.

Wāstes, wild, barren regions.

LESSON XIII.



BROTHERLY LOVE.

1. How pleasant is home, when brothers and sisters live in peace and love, and strive to make

each other happy! Do you see, in the picture, how they may play together, and each one enjoy his own sport?

2. Some children will quarrel even about the most trifling things. They will call each other bad names; and when they see a fault in a brother or a sister, they seem glad to tell of it.

3. How wrong this is! How sad it makes the hearts of parents to see those whom they love, so unkind to each other! But how happy they are when they see their children treating each other with affection!

4. If you wish your brother to love you, you must show by your words and your acts that you truly love him.

5. If he has done you a wrong, you must not try to hurt him in return. O no! you must forgive him. This is the way to make him feel sorry for his conduct.

6. When you have a pretty book or a new toy, you should be willing to lend it. Do not be *selfish*. No one can love a *selfish* child.

7. Do not laugh at your brother's mistakes. Tell him of them kindly. You do not like to be laughed at yourself; then do not laugh at the mistakes of others.

8. God loves little children that love each other, and that love and obey their parents.

9. One of His great commands is, "Honor thy father and thy mother, that it may be well with thee, and that thou mayest live long on the earth."

10. It is also said in His Word, "Little children, let us not love in word, neither in tongue; but in deed and in truth."

11. Be kind to thy brother: wherever you are,
The love of a brother shall be
An ornament purer and richer by far
Than pearls from the depths of the sea.

12. Be kind to thy sister: not many may know
The depth of true sisterly love;
The wealth of the ocean lies fathoms below
The surface that sparkles above.

13. Thy kindness shall bring to thee many sweet hours,
And blessings thy pathway to crown;
Affection shall weave thee a garland of flowers,
More precious than wealth or renown.

ANALYSIS. — How to make home pleasant? How do some children behave? What is the effect of such conduct upon their parents? How can you gain the love of a brother? How should you act if he has been unkind to you? How should you show that you are not selfish? What else is taught in this lesson?

DEFINITIONS.

Af fĕe' tion, love.

Făth' om, six feet.

Ôr' na ment, that which beautifies, or adorns.

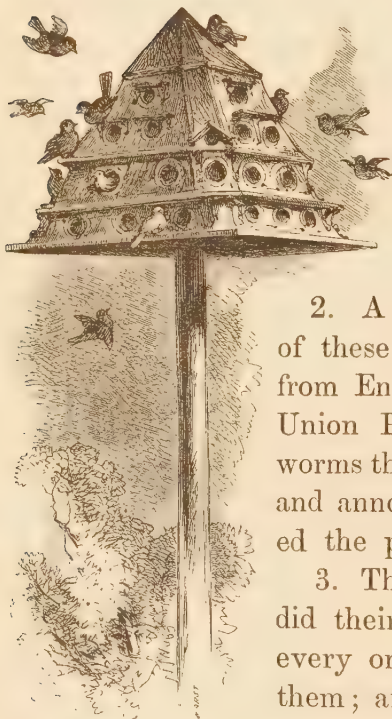
Prĕ' cious, very valuable.

Re nown', glory; honor; fame.

Spărk' les, glitters; twinkles.

LESSON XIV.

THE SPARROWS' HOTEL.



1. Those who visit the city of New York, and go to the public parks, are often surprised to see so many English sparrows flying around.

2. A few years ago, some of these birds were brought from England, and put into Union Park to destroy the worms that infested the trees, and annoyed those who visited the park.

3. These little brown birds did their work so well, that every one was pleased with them; and now thousands of them may be seen in the parks, along the streets, in the yards, and around the houses of New York.

4. These birds are very tame; for the children feed them with canary-seed, crumbs of

bread, sweet cake, sugar, and many other things. No one hurts them; but all, young and old, give a kind greeting to the little strangers.

5. In some of the parks, little bird-houses have been hung on the trees to shelter birds, and to provide places in which they may build their nests and rear their young. A large house, like that in the picture, has been called the "Sparrows' Hotel."

6. In these little dwellings, the birds are protected from cold and rain, and thus have been able to endure the severe weather of our winters; for, in England, the climate is milder than in New York.

7. This little bird is about six inches long, brown above, and of a lighter color beneath. The eggs are five or six, and it rears several broods in a season; hence its rapid increase.

ANALYSIS. — What is meant by the "Sparrows' Hotel"? Why are the sparrows treated so kindly in New York? Where did they come from? Why are houses made for them? What is the size, color, &c., of this bird.

DEFINITIONS.

An noyed' , troubled.	Pro tēet' ed , shielded from harm.
Clī' mate , general state of the air at any place.	Pro vīde' , to supply.
En dūre' , to bear; to suffer.	Răp' id , swift; quick.
Grēet' ing , words of kindness, or welcome.	Se vēre' , hard to bear; harsh.
In fēst' ed , disturbed and injured.	Shēl' ter , to protect.
	Wēath' er , state of the air at any time.

LESSON XV.

USEFUL METALS.

1. Metals are dug out of the ground. The most useful metals are gold, silver, copper, zinc, iron, lead, tin, and quicksilver; but there are many others besides these.

2. *Gold* is of a bright yellow color, and it is very heavy. There are gold coins, called *eagles*, *half-eagles*, and *double-eagles*. There are, also, gold dollars, but they are quite small.

3. Gold is used in making cases and chains for watches, jewelry, pencil-cases, &c.: picture-frames are often gilded with gold. Gold-leaf is gold beaten out very thin,—much thinner than leaves of paper.

4. *Silver* is white and shining. Spoons are made of silver; and there are silver dollars and half-dollars, and silver dimes and half-dimes. Gold and silver are called the *precious metals*.

5. *Quicksilver* is very bright, like silver, and it is very heavy. It is not solid like the other metals, but liquid like water. If you spill it, it will run about, and you can not pick it up. Did you ever see any quicksilver?

6. *Tin* is white and bright, like silver, but it is softer. The milk-can, the sauce pan, the tin-

pail, &c., are made of sheets of iron covered with tin. Tin does not rust like iron.

7. *Lead* is soft and very heavy. The water-pipes are made of lead; and the cistern is lined with sheets of lead. Bullets and shot are also made of this metal. Lead will melt very easily in the fire.

8. *Copper* is of a reddish color. The boiler is made of copper. The bottoms of ships are sometimes covered with sheets of copper. *Brass* is made of copper and zinc. It is bright and yellow like gold, but soon becomes dull when exposed to the air.

9. *Zinc* has a bluish color, like lead, but it is not so soft. It is used to put under the stove to keep the floor from being burned, and for many other purposes.

10. *Iron* is quite hard; and although it is not bright and beautiful, like gold and silver, it is the most useful of all metals. Without it, we could not have railroads or steam-engines; we could not build houses and ships as we do at present. Ships of war are often covered with thick plates of iron.

11. Come, let us go to the blacksmith's shop. What is he doing? He has a forge, and he blows the fire with his great bellows, to make the iron hot. When it is well heated, it becomes

quite soft; and he takes it out with the tongs, puts it upon the anvil, and beats it with a hammer. How hard he works!

12. What is the blacksmith doing? He is making nails, and horseshoes, and a great many other things. *Steel* is made of iron. It is very hard; and is therefore used to make knives, razors, scissors, and other cutting tools.

13. These metals are found in places called *mines*. They are mixed with dirt, stones, &c. when they are taken out of the mine, and in this state are called *ores*. Metals are sometimes obtained in a pure state, and are then called *native metals*.

QUESTIONS. — Which are the most useful metals? Of what color is gold? What coins are made of gold? For what else is gold used? What is gold-leaf? What is the color of silver? What are made of silver? Which are the precious metals? Describe quicksilver. Describe tin. For what is tin used? Describe lead. What is it used for? Of what color is copper? For what is copper used? What is brass? What is its color? Describe zinc. For what is it used? Which is the most useful of all metals? Why is it so useful? What is steel? What is it used for? Where are metals found? What are *ores*? What are *native metals*?

DEFINITIONS.

Bĕl' lows (<i>bel' lus</i>), an instrument for blowing fires.	Jew' el ry , ornaments for the person; trinkets.
Ĉis' tern , a place where water is kept; a tank.	Ob tained' , got; procured.
Ex pōsed' , uncovered; laid open.	Ścis' sors , an instrument for cutting, formed of two parts.

LESSON XVI.



THE NEW SLED.

1. "What is the name of your new sled?" said David to his little brother Charles. "I shall call it *Beauty*," said Charles.

2. "Well, if that is to be its name, it must *behave itself* in a proper manner," said David.

3. "Sleds can not behave," said little Charles, laughing. "Yes, they can," said David; "they

behave just as their masters let them." "O, I know that!" said Charles.

4. "In the first place," said David, "it must not *get in people's way*. Aunt Mary fell over Peter's sled last winter, you know, and broke her arm; because it was left in the door-way, where it had no right to be." "Yes, that was very bad," said Charles.

5. "Then it must not *run off the track*," said David, "and trip up little folks in the street; or get into a snarl with other sleds, and so hurt some one. It must go straight, or it will be no *beauty*."

6. "I'm a first-rate steerer," said little Charles; "you may be sure it will be kept on the track when *I* guide it."

7. "In the next place, it ought to *work* as well as play," said his brother. "It should, in some way, be *useful*. It can carry on its back many things that are needed. It can fetch a basket of shavings for the fire; it can carry little Emma to school."

8. "It can," said Charles, much pleased with the idea. "It can haul a load of wood too!"

9. "That is pretty big talking," said David. "It is better to have it do *little things*, which it *can* do, than to talk about *great things* which it *can not* do."

10. "If it does as I say, it will deserve the name you have given it; for it will show itself to be a **REAL BEAUTY**."

DEFINITIONS.

Bās' ket, a vessel made of twigs,
rushes, &c.

Be hāve', to act; to conduct.

De ṣērve', to merit.

Haul, to draw.

Snärl, a tangle.

Stēer' er, one who steers.

Strāight, in a direct line.

LESSON XVII.

THE CAMEL.

1. The camel is of great use to man, for he can carry heavy burdens over the sandy deserts, which it would be very hard to cross without the aid of this animal. For this reason the camel has been sometimes called the "Ship of the Desert."

2. He is a large and awkward-looking animal, with a small head, a long neck, and a large hump upon his back. His legs are long and slender, and his feet are so made that he can walk with ease over the sandy plains.

3. The camel has great strength, and is so hardy that he can travel for a long time without food or drink. It is for this reason that he is so useful in crossing the deserts, where for



many miles not a single green thing nor a drop of water can be found.

4. Some of these deserts are of vast extent. The Great Desert, in Africa, requires more than three months' travel to cross it from north to south. It is like a great ocean of sand, with a few fertile spots scattered, like islands, over its surface.

5. At these green spots, those who are crossing the Desert stop to rest and to feed and

refresh the patient camels. These people travel in a large company, called a *car' a van*, in order to protect themselves from the attacks of robbers; for some of the Ar' ab tribes subsist by plunder.

6. These caravans often suffer very greatly from the intense heat and dryness of the air, and the scorching winds that blow across the desert. A hot, dry wind, called the *Si' moom'*, sometimes proves fatal to a whole caravan.

7. Their sufferings from thirst are also very great, as the water which they carry with them, in skins, is sometimes dried up by the heat. A large sum of money is often paid in the desert for a single draught of water. It is no wonder that the Ar' ab loves his camel, and sings songs in his praise.

ANALYSIS. — What is the use of the camel? What name is given to him? Describe the camel. What is the extent of the Great Desert? What time is required to cross it? What is a *caravan*? Where does the caravan stop to rest? What is said of the sufferings endured in the desert? What is a *Simoom*?

DEFINITIONS.

Awk' ward , clumsy ; ungraceful.	Pā' tient , suffering without complaint.
Bûr' deng , heavy loads.	Re frêsh' , to restore the strength of ; to revive.
Ex tēnt' , size ; space.	Re quire' , to demand ; to need.
Fēr' tle , fruitful ; productive.	Slēn' der , thin ; not stout.
Hār'd y , strong ; able to endure.	Sub sîst' , to get a living.
In tēnsē' , very great ; severe.	Sûf' fer ingz , pain ; distress.
Isl' andz (<i>i' landz</i>), portions of land surrounded by water.	

LESSON XVIII.

THE GREATNESS OF GOD.

1. The works of God show His greatness',— His skill', His wisdom', His power'. Look at the countless stars in the blue vault of heaven! How brightly they shine! Men are proud of their *skill*; but would the skill of all the men in the world enable them to make a single star, and hang it in the sky'?

2. Some men are proud of their *knowledge*; but who among the wisest of them can tell what a day may bring forth, or say whether at the next moment he or his dearest friend will be among the living or the dead? God alone knows this; for life and death are in His hands: health is His to give or to take away.

3. Great kings boast of their *might*; but can the mightiest of them bid the troubled waves be still? Is there *one* that can give life to the smallest worm that crawls? No; they can take away life, but they are powerless to restore it. Life comes from God alone.

4. Some men are proud of their *strength*; but not all the strong men in the world could resist the storm, when it bursts upon the earth, or keep back the rising tide, or stop the raging

floods. God alone can restrain the sea, still the winds, and stay the rain.

5. O, how great is God! He sees us at all times, and knows our very thoughts. We can not escape his presence. Should we not, then, fear to disobey Him? But ought we not to *love* Him too? For He is good as well as great: His love and kindness have no bounds.

DEFINITIONS.

Count' less , too many to be count-	Re <u>s</u>ist' , to withstand.
ed; numberless.	Re stōre' , to give back.
Es eāpe' , to flee from.	Re strāin' , to hold back.
En ā' ble , to make able.	(V<u>a</u>ult of heaven, the dome of
Pow' er less , without power.	the sky.)

LESSON XIX.

TELLING THE TRUTH.

1. Little Mabel was in the kitchen when she heard her father call. But she kept on playing as though she did not hear him; and it was not until the servant said to her, "Mabel, do you not hear your father call'?" that she left her toys, and went slowly out of the room.

2. Was it because she did not love her father', or because she did not like to leave her play, that she went so slowly and unwillingly? We

shall see. Her father called again louder than before; and this time the little girl answered and came to his room.



3. He took her by the hand, and said to her kindly, "Did you come into my room this morning, while I was gone to the post-office'?" Mabel did not answer at first. She dropped her head, and looked at the carpet; while her cheeks reddened, and her eyes were filled with tears.

4. Her father was patient, and did not blame his little daughter; but she knew he was waiting for an answer. At last she made up her mind what to say. She put her arms around his neck and said, "Yes, father, I did come

here; and it was I who broke it; but I did not mean to do it."

5. It was true. Mabel had gone into her father's room to speak to him, but she found he was absent. Instead of going directly out again, she staid awhile to look, and then began to meddle with the books, papers, and other things in the room.

6. There were two pretty images on the mantel-piece, and sometimes her father had allowed her to take them in her hands; and now she thought she should like to have them again. So she climbed up into a chair, and took one of the images, when it slipped from her hand, and was broken in pieces upon the hearth.

7. Mabel was greatly alarmed at what she had done. She ran out of the room, and shut the door, hoping that no one would know she had been there. This was the reason she was not willing to go to her father when he called her. She feared he had found out the mischief she had done.

8. Indeed, no one had known that Mabel had been in the room, but her father suspected who it was; and this was the reason he had called his little girl, and asked her the question.

9. How anxious the father was, when he saw

what a struggle was going on in Mabel's heart, whether she should *tell a lie* or *speak the truth*; and how glad he was when truth gained the victory! It was worth more to him than a dozen images, to hear his daughter say, "*It was I who broke it.*"

10. He told her how happy she had made him in having the courage to *speak the truth*; and he hoped she would never again be tempted to tell a lie, when she had done anything wrong.

11. He told her, also, he would keep the broken image for her sake, and that she must learn not to meddle with things that did not belong to her. What a sad thing it would have been, if, after meddling with the image, Mabel had told a lie about it!

ANALYSIS. — The subject of the lesson? Why Mabel did not heed her father's call. How she happened to break the image. Her alarm at what she had done. What her father asked her when she came to his room. Her reply. What he told her when she had spoken the truth, and confessed her fault.

DEFINITIONS.

Āņx' ious , uneasy in mind.	Sus pēt' ed , mistrusted.
Coūr' āge , boldness.	Tēmt' ed , prompted to evil; tried.
Di rēt' ly , without delay.	Un wīll' ing ly , without desire, or will; reluctantly.
Mēd' dle , to handle without right.	Vīe' to ry , defeat of an enemy.
Mīs' chief , hurt; harm.	
Strūg' ģle , effort; contest.	

LESSON XX.

RAIN, WIND, AND SNOW.

1. Rain, rain ! April rain !
Bring the flowers back again, —
Yellow cowslips, violets blue,
Buttercups and daisies too. —
Rain, rain ! April rain !
Bring the pretty flowers again.
2. Wind, wind ! Autumn wind !
He the leafy trees has thinned.
Loudly doth he roar and shout ;
Bar the door, and keep him out.
Wind, wind ! Autumn wind !
He the leafy trees has thinned.
3. Snow, snow ! pure white snow !
O'er the fields thy covering strew.
Cover up the seed so warm,
Keep it safe from winter's harm.
Snow, snow ! pure white snow !
O'er the fields thy covering strew.
4. Rain, wind, and snow, — all three,
Each in turn shall welcome be ;
Each and all in turn are sent
On the earth with good intent.
Rain, wind, and snow, — all three,
Each in turn, shall welcome be.

LESSON XXI.

**BETTER BEND THAN BREAK.**

1. One morning, after a very stormy night, a father walked out with his son to see what damage had been done by the storm.

2. "O father," said the son, "see this great oak, lying flat on the ground, while that slender willow stands erect and unhurt !

3. "I should have thought that the willow would have been blown down, and not the proud oak, which has stood so many years."

4. "My son," said the father, "the oak was broken, because it stood firmly against the storm ; but the willow yielded to it, and thus withstood its rage, and was not harmed.

5. "Thus you see, *it is better to bend than to break*. No one can always have his own way in this world. We must, in many things, yield to the wishes of others. People who are stubborn or willful often get into much trouble."

DEFINITIONS.

Dām' aġe, harm; mischief.

E řěet', upright.

Stůb' born, not yielding to the will of others.

Yield' ed, gave way.

Troůb' le, distress.

Will' ful, headstrong; stubborn; self-willed.

LESSON XXII.

"GOT A-GOING AND COULD N'T STOP."

1. Arthur had a new sled, which he prized very highly, as it was a New Year's present from his aunt. He was very careful lest it should be injured or broken.

2. One day, he drew his sled to the top of a high hill, near the foot of which was a stone wall. He thought he could take a good long ride down the hill, and stop the sled in time to save it from striking against the wall.

3. He seated himself on the sled, taking firm hold of it, and then gave it a gentle start. It moved quite slowly at first; but its speed soon

increased, and it went on faster and faster, till it was quite beyond his control.

4. In vain he tried to stop its progress; on, on it sped, almost with the swiftness of an arrow, till it reached the stone wall, and was dashed in pieces against it.

5. Arthur only saved himself from being badly hurt by leaping from his sled just in time to escape. As it was, he received many bruises, and felt the effects of them a long time. *He got a-going and could n't stop.*

6. Now this is the way with very many boys who get into trouble; for doing wrong is like going down hill. They begin so slowly, that at first they scarcely know they are going down at all; but *they get a-going and can't stop.*

7. Those two boys whom we saw fighting, began by bantering each other in fun. At length they became angry, and then harsh names were used, till at last they came to blows. Thus *they got a-going and couldn't stop.*

8. The boy that tells lies began by stretching the truth a very little. By and by, he learned to tell a direct falsehood; until now it is easier for him to tell a lie than to speak the truth. Thus *he got a-going and could n't stop.*

9. That young man who was sent to prison, began by stealing a few apples from his neigh-

bor's orchard. Next he stole a few cents from his father's drawer; and then he stole a horse. Thus he *got a-going*, and, of course, he *could n't stop*. The result is, he will be shut up in prison for a number of years.

10. A few young men were in the habit of meeting together in a room at a hotel, to "enjoy themselves." One of them paused in time. He thought within himself, "If I go on in this way, I shall not be able to stop. I will go to the public house no more." He kept his word, and lived a useful and honorable life.

11. The rest *got a-going and could n't stop*; and every one of them filled a drunkard's grave. Beware, boys, how you *get a-going*. Before you start, be sure you are in the *right way*; for when you are sliding down hill, it is very hard *to stop*.

ANALYSIS. — Give an account of Arthur and his sled. How does wrong-doing resemble going down hill? Example of the boys fighting? Of the untruthful boy? Of the thief? What is said of the young man who stopped in time? What of the rest? Advice to boys?

DEFINITIONS.

Băn' ter ing , making sport of.	Ôr' chard , a piece of ground used
Con trôl' , to govern; to manage.	for fruit trees.
Hôn' or a ble , worthy of esteem.	Re ceived' , took; accepted; ob-
In er eased' , grew; became larger.	tained.
În' jured , hurt; damaged.	Re sult' , effect; consequence.

LESSON XXIII.



SOWING SEED.

1. Little Bessie had a present of a new book, and she eagerly opened it to look at the first picture. It was a boy lying on the bank of a stream, and throwing seeds into the water.

2. "I wonder what this picture means," said she. "Why does the boy throw those little seeds into the water?"

3. "O! I know," said her brother Edward, who had been looking at the book; "he is sowing the seeds of water-lilies."

4. "But how small the seeds are!" said Bessie. "Is it not very strange that such large plants should grow from such little things'?"

5. "It is," said her father; "and you are sowing just such tiny seeds every day; and they will come up large, strong plants after a while."

6. "Why, father," said Bessie, "I have not had any seeds to sow for a long time,—not since last spring!"

7. "Yes," said her father; "I have seen you sowing seeds *to-day*,—seeds that will grow up into pretty plants, and some, I fear, that may spring up, and become ugly weeds."

8. "O father, now I *know* you are joking, for I would not plant *ugly weeds*, I am sure!"

9. "I think you would not, if you knew it," said her father; "but I will tell you what I mean.

10. "When you laid aside your pretty book, to do what your mother wished to have done, and when you gave to your little brother the nice red apple your aunt brought for you, you were sowing the seeds of *kindness* and *love*.

11. "When you broke the dish that you knew your mother valued so much, and you went at once and told her, you were sowing the seeds of *truth*.

12. "When you took the cup of cold water to the poor woman at the gate, you were sowing the seeds of *mercy*. These are all *lovely* plants, my child.

13. "But when you were cross to your little sister, because she let your doll fall, you were sowing the seeds of *ill-temper*.

14. "And when you refused to let Edward look at your new book, you were sowing the seed of *selfishness*. These are the *ugly weeds*, my daughter. Pull them up, and do not let them grow in the garden of your heart.

"*Golden Hours*." — *Adapted*.

DEFINITIONS.

Ēa' ġer ly , with desire ; earnestly.	Sēlf' ish ness , too great love of
Mēr' cy , forgiveness ; pity.	one's self.
Re fūsed' , would not consent.	Vāl' ued , prized.

LESSON XXIV.

BE KIND TO EVERY CREATURE.



1. Hum, hum, busy bee,
Hum around the flowers,

Getting in your honey store
For the winter hours.
Hum away, my busy bee,
Through the summer day,
While the flowers are blooming fair,
And the fields are gay.—
Do not be afraid of me;
I will do no harm to thee.



2. Buzz, buzz, happy *fly*,
With your wings so small;
Climb about the window-pane,
Creep along the wall;
Walk around the sugar-bowl,
Taste the cream so sweet,—
Have a care, my little fly,
Not to wet your feet.
Do not be afraid of me;
I will do no harm to thee.



3. Flit, flit, *butterfly*,
Through the meadows go,
Up the lane and down the lane,
Where the daisies grow.
Flit and flutter, butterfly,
On your wings so light,
Happy in the sunny days
Of the summer bright.
Do not be afraid of me;
I will do no harm to thee.



4. Sing, sing, merry *bird*,
On the leafy spray;

Sing your songs of joy and love,
 All the sunny day.
 Sing unto your little ones
 In their little nest,
 Sing until the brilliant sun
 Sinks into the west.
 Do not be afraid of me;
 I will do no harm to thee.

(WHOLE CLASS IN CONCERT.)

5. O no! we would not harm a thing
 That can hum, buzz, flit, or sing;
 Nor any creature, great or small,
 For we know God made them all.

DEFINITIONS.

Blōom'ing , putting forth blossoms; fresh.	Flit , to fly rapidly.
Brill'iant , bright, sparkling.	Lēaf'y , full of leaves.
Crēat'ūre , a living thing; anything created.	Mēad'ow , a grassy field.
	Sprāy , a twig or small branch of a tree.

LESSON XXV.

MAKE YOUR OWN SUNSHINE.

1. "O dear! it always *does* rain when I want to go anywhere!" said little Annie Moore. "It is too bad! Now I must stay in-doors, and I know I shall have a wretched day."

2. "Perhaps so," said Uncle James; "but you need not have an unhappy day unless you choose."

3. "How can I help it? I wanted to go to the Park and hear the music, and take Fido, and play on the grass, and look at the flowers, and have lunch under the trees. And now there will not be any sunshine at all."

4. "Well, let us *make* a little sunshine," said Uncle James. "Make sunshine!" said Annie; "why, how you talk!" And she smiled through her tears. "You have n't a sunshine factory, have you, uncle?"

5. "No; but I am going to start one directly, if you will be my partner," replied Uncle James. "But I will first give you my rules for making sunshine, so that you may judge whether the business will succeed:—

6. "*First*, Do not think of what you might have done, if the day had been pleasant; *second*, See how many pleasant things there are left to enjoy; and, *third*, Do all you can to make other people happy."

7. "Well, I will try the last rule first," said Annie; and she went to work to amuse her little brother Frank, who was crying. By the time she had him riding a chair and laughing, *she* was laughing too.

8. "Well," said Uncle James, "I see you are a good sunshine-maker, for you have about all you or Frank can use just now. But let us try what we can do with the *second* rule."

9. "But I have n't any thing to enjoy. My doll is broken, and my picture-books are all torn, and —" "Stop," said Uncle James; "here's an old *newspaper*. Let us get some fun out of that!"

10. "Fun out of a newspaper! why, how you talk!" But Uncle James showed her how to make a mask by cutting holes in the paper, and how to cut a family of paper dolls, and many pretty things for Frank, besides.

11. And so she found amusement out of many simple things; and when bed-time came she said, "Good night, dear Uncle James." "Good night, little *sunshine-maker*," said he.

12. Thus little Annie learned the truth of the saying, "A cheerful heart makes its *own* sunshine"; and she never forgot the lesson.

"Our Little Folks." — *Adapted.*

DEFINITIONS.

A mŭse', to please.

A mŭse' ment, sport; pastime.

Bus' i ness, employment.

Făe' to ry, a place where things are made.

Făm' i ly, a household; parents and children.

Părt' ner, one who takes part with another in any thing.

Re plied', answered.

Sue ġeed', to obtain what is desired; to prosper.

Un hăp' py, not happy.

Wrĕtch' ed, very unhappy.

LESSON XXVI.



THE TEMPTATION.

Emily. Where are you going this morning, Kate? You seem to be in a very great hurry.

Kate. I am going to school; and as it is quite late, and I have some distance to go, I must make haste. I had to do some work for my mother this morning, and that has detained me.

Emily. School to-day! Why, *we* have a holiday; and the girls yonder are gathering flowers. We are going to make some pretty garlands for our hats; and you see nurse has brought little Willie to be our playmate. O, what a happy time we shall have!

Kate. You will indeed; for it is a fine sunny day, and not too warm either. How clear the sky is! And what a cool breeze! O, how much I should prefer to spend the day with you, rather than to be shut up in our close school-room, poring over hard lessons! But, I must go. Good-by, Emily!

Emily. Stop a little while, Kate! Let me gather you a bunch of those pretty wild flowers before you go.

Kate. No; I can not remain any longer. I am afraid I shall be late, if I do; and then I shall be detained after school. But I *should* like to stay with you *very much*! It is so pleasant here to-day!

Emily. Why *can't* you stay, then? Your mother need never know that you did not go to school; and the teacher will, of course, think you were kept at home. *You* ought to have a holiday as well as *we*. Come, jump over the bars, and help us gather flowers!

Kate. O no, Emily! I can not *think* of such a

thing. You are surely not in earnest. Do you think I would be so wicked as to deceive my kind mother and my teacher too? You mean to *try* me; do you not?

Emily. Yes, Kate; and I find that you can not be tempted to do wrong. Run to school, then, as fast as you can, and I hope you will not be late. I wish you could stay here with us, and enjoy yourself. But we shall both have vacation soon; and then won't we have nice rambles in the woods, and over the hills! Good-by, dear Kate!

DEFINITIONS.

De cēive' , to impose upon; to cheat.	Pre fēr' , to choose.
De tāined' , kept back.	Rām' ble , a stroll; an excursion.
Ġär' lands , wreaths.	Temp tā' tion , trial.
Hōl' i day , day of amusement.	Va eā' tion , rest from study or work.

LESSON XXVII.

USE YOUR TIME WELL.

1. Those who have the *most* time often complain of the *want* of time to do any thing that will be useful to them. They have plenty of time for *trifling*, but none for *earnest work*.

2. *Pennies* saved make men rich; *minutes* well

employed make them wise. Half the time spent in *dreading* a task, will be sufficient to *do* it, if we go about it in earnest.

3. Remember the story of the tortoise and the hare that ran a race at one time. The slow, plodding tortoise won the race, because he kept on; while the hare, being sure of winning it, foolishly slept by the way.

An early start and steady pace

Take the slowest through the race.

4. Never repine nor grumble at what you have to do. Be up, and about your business. Do you say you have *no* time? You have *all* the time there is,—sixty minutes in every hour, and twenty-four hours in every day. Do not *waste* the precious moments.

5. If you would be happy, keep your *head*, your *heart*, and your *hands* busy. Beware of *idleness*, for it has been well said, “Idleness will clothe a man in rags.” “It is better to *wear* out than to *rust* out.”

6. “I went by the field of the slothful, and by the vineyard of the man void of understanding; and, lo, it was all grown over with thorns, and nettles had covered the face thereof, and the stone wall thereof was broken down. Then I saw, and considered it well; I looked upon it and received instruction.”

ANALYSIS. — 1. Who complain of the want of time. What they have time for. 2. How to become rich and wise; How to have time to perform a task. 3. Story of the tortoise and the hare; What it teaches; The proverb. 4. Advice. 5. How to be happy; Effects of idleness. 6. Illustration from the Scriptures.

DEFINITIONS.

Com plāin' , to murmur.	Slōth' ful , lazy; idle.
Con sīd' ered , thought upon.	Stēad' y , constant; fixed.
Dřead' ing , fearing.	Suf fī' cient , enough.
Em ployed' , engaged; used.	Re pīne' , to complain.
In strūe' tion , knowledge.	Un der stānd' ing , knowledge.
Plōd' ding , moving on slowly.	Vīne' yard , place for grape-vines.

LESSON XXVIII.

PREPARE FOR WINTER.

1. Sly little squirrel, with nimble feet,
And pouches all stuffed with grain,
Work while you may, on this bright autumn day,
For winter is coming again.
2. Swallow and bobolink, redbreast and jay,
Sweet warblers in forest and glen,
Plume your gay wings for your bright summer-land,
For winter is coming again.
3. Little ant, busy from morning to night,
Your labor has not been in vain;
In your house snug and warm, hide away from the
storm,
For winter is coming again.

4. Little brown bee, so busy all day,
We wish not to lose you ; but then
Your honey-comb sweet is a pleasant retreat,
For winter is coming again.

5. Beautiful butterfly, careless and gay,
What will you do in the rain,
And the wind, and the snow ; for do you not know
That winter is coming again' ?

6. Dear little child, light-hearted and gay,
And careless of sorrow and pain,
Store your mind and your heart in the days of your
youth,
For winter is coming again.

7. Go gather the harvest of truth and of love,
With hands ever busy, and brain ;
Prepare for the winter that surely will come, —
The winter of sorrow and pain.

8. But forget not the summer-land, blissful and fair,
Where the good shall forever remain,
Where sorrow and sighing and pain are unknown,
And winter comes *never* again.

Adapted.

DEFINITIONS.

Au' tŭmn, the third season of the
year ; the fall.

Bliss' ful, happy ; delightful.

Här' vest, the crops ; fruit.

Re trēat', a place of shelter or
rest.

Sŏr' rŏw, grief ; sadness.

Sŭre' ly, without fail ; certainly.

LESSON XXIX.

**THE TREE IS KNOWN BY ITS FRUIT.**

Father. I heard you say, Arthur, that, of all the trees in the orchard, you liked the tree that stands in the corner the best.

Arthur. Yes, father; I like that tree the best, because it bears such nice sweet apples. I call it "The Old Sweet Tree."

Father. How do you like the other tree that grows near it?

Arthur. I do not like it at all; it bears such hard, sour apples.

Father. I suppose you know all the trees that bear sweet apples, and all that bear sour apples.

Arthur. Indeed, I do. I have tried them often enough.

Father. Could you tell by the looks of the trees, which bear sweet apples, and which sour?

Arthur. I do not think I could. I only know by the taste of the fruit.

Father. Then you know all the trees in our orchard by the fruit which they bear?

Arthur. Yes; and that reminds me of the lesson we had in our Sabbath School last Sunday.

Father. Can you repeat the words?

Arthur. I do not think I can repeat the exact words; but the sense is this: A good tree can not bring forth bad fruit, and a bad tree can not bring forth good fruit; and every tree is known by its fruit.

Father. Yes; that is true; and just as every tree is known by its fruit, so every child is known by his deeds.

Arthur. Then our *deeds* are the fruit we bear.

Father. Yes; if the heart be good, our deeds will be good; but if our hearts be evil, our deeds will also be evil.

Arthur. If a boy steals, or tells what is not true, I know he is not a good boy, and I try to keep away from him.

Father. Yes, my son, that is right. Watch the conduct of those around you, and shun the

ways of the wicked. Solomon, the wise man, said, "Even a child is known by his doings, whether his work be pure, and whether it be right."

DEFINITIONS.

Ex ħet', correct; without error.

Re mīnd', to put in mind.

Re pēat', to say over.

Săb' bath, the day of rest.

Sēse, meaning.

Sūn' day, the first day of the week.

Sup pōse', to think; to imagine.

LESSON XXX.

THE SECRET OF SUCCESS.

1. *Drive the nail aright, boys,
Hit it on the head;
Strike with all your might, boys,
While the iron's red.*
2. *When you've work to do, boys,
Do it with a will;
They who reach the top, boys,
First must climb the hill.*

3. *Standing at the foot, boys,
Gazing at the sky,
How can you get up, boys,
If you never try?*

4. *Though you stumble oft, boys,
Never be downcast;
Try, and try again, boys,
You'll succeed at last.*

LESSON XXXI.

THE GOOD AND BAD APPLES.

1. Mr. Marsden saw his son Robert, one day, playing with some boys who were rude and unmannerly. He had observed for some time a change for the worse in his son's conduct, and *now* he knew the cause. He was very sorry; but said nothing to Robert at the time.

2. In the evening, Mr. Marsden brought from

the garden six beautiful rosy-cheeked apples, put them on a plate, and presented them to his son. Robert was much pleased at his father's kindness, and thanked him for the present.



3. "You must lay them aside for a few days," said the father, "so that they may become mellow." Robert cheerfully placed the apples in his mother's store-room.

4. Just as he was putting them away, his father laid on the plate a decayed apple, and desired Robert to let it remain there. "But, father," said Robert, "the rotten apple will spoil all the others." With these words he shut the door of the room.

5. "Do you think so?" said the father. "Why should not the good apples rather make the rotten one sound?"

6. About a week afterward, Mr. Marsden asked Robert to open the door, and bring out the apples. But what a sight presented itself! The six apples, which had been so sound and fair, were now quite rotten, and unfit for use.

7. "O father!" exclaimed Robert, "did I not tell you that the rotten apple would spoil the good ones? Why did you not listen to me?"

8. "My son," said the father, "have I not told you often that the company of bad boys will make *you* bad? Yet you did not listen to me. See, in the condition of the apples, that which will happen to you, if you keep company with wicked boys."

9. Robert did not forget the lesson. When any bad boys asked him to join their company, he thought of the rotten apples, and kept himself aloof from them.

DEFINITIONS.

A lōōf', away from.

Beaū' ti ful (*bu-*), handsome.

Chēer' ful ly, readily; joyfully.

Ĉom' pa ny, a being with; society.

Ĉon dī' tion, state.

De ēāyed', spoiled; rotten.

Ex elāimed', cried out.

Līs' ten (*lis' n*), to hearken to; to give ear to.

Mēl' low, ripe, soft, and sweet.

Ob ŝerved', saw; noticed.

Prēŝ' ent, a gift.

Pre ŝent' ed, offered; gave to.

Un mǎn' ner ly, rough and coarse in conduct; rude.

LESSON XXXII.

THE LIGHT OF LOVE.

1. God is love. The light of love is peace. When a man's heart is full of love, it gives him a kind eye, a kind voice, and a kind hand. If he were deaf, dumb, and blind, the love for man in his heart would come out and shine like a sweet smile on his face.

2. Light is good for the eyes. What if the sun gave us warmth, but no light, so that we had to work, walk, and eat by a lamp? We could not see the sky, nor the birds, nor the flowers of the field. And what would the beasts and birds do that have no lamps to light?

3. Some say that trees would not put forth green leaves nor bear fruit, that grass and grain would not grow, and the birds would not sing, and the bees would not build their combs nor fill them, if there were no light. So we see what a gift of God to the world is light.

4. Some poor men, far off on the earth, think so much of this gift that they take the sun, from which light comes, to be the kind God of the world, and they bow down to it and thank it in their blind way.

5. And some of the best men the Good Book

tells us of, call the true God they know so well a Sun, as if what it does for the world was more like what He *is* and *does* than all things else that He has made. They pray to Him to lift up the light of His face on them, just as if they asked the sun to come up out of the night and shine on them.

6. The great heart of God is love; and that love is a sun that shines on all things we see,—on all the trees, and flowers, and wings of birds, in all the bright drops of dew, in the bow that spans the cloud in the east when the shower is past.

7. As the sun lights up the stars in the sky, so all the hearts of men that have God's love in them, are stars that shine with the light of that love,—not high up in the sky, but in our walks, and in our homes here on the earth. A child's heart may hold as much of that love, and put forth as much of its light, as the heart of a good and great man.

8. The great, bright stars we see at night may not be half so large as the stars that look so small to us; but they give us more light from the fact that they are near the sun. The heart of a boy or girl may be so near to the heart of God, that it may shine like a star of the first size, by night and by day, at home, at school, and at play or work.

Elihu Burritt.

LESSON XXXIII.

**THE BEAUTIFUL BUTTERFLY.**

1. One bright morning, as Elvira was looking at her flowers, in the garden, a beautiful butterfly came, and alighted on a red peony. Its large wings were striped with red and purple, and marked with brilliant spots.

2. Elvira watched it for a time as it fluttered about, and spread its gaudy wings in the sunlight; and, as often as it alighted, she approached with the desire to catch it. She thought to herself, how beautiful it will look in my cabinet!

3. But the insect was too wary to be easily caught. She would creep up slowly and softly, while it seemed to have its head buried in a large flower; but it was too quick for her, and at last flitted over the garden fence.

4. Elvira then thought she would have to give up the pursuit; and, indeed, she said to herself, "Go, beautiful butterfly, I will not harm you. You would be a precious treasure among my pretty insects and shells; but, after all, I am glad you are free."

5. She thought she really meant this; but at that moment she saw her two brothers, Orson and Oliver, who had just come home from the stream, where they had been fishing; and she called out to them to catch the butterfly.

6. Orson, who was a rough, rude boy, had a small net in his hand; and he at once started in pursuit of the fluttering insect. He dashed along, striking at it whenever he had a chance; and at last when, wearied with its long flight, it settled upon a bush, he caught it with great force in the net.

7. On taking it out, its frail wings were found to be torn and entirely spoiled; and Elvira could not restrain her tears, as she gazed at the poor insect. It was of no use for her cabinet, and it would never fly any more.

8. Orson was sorry to see his sister so grieved; and he said he would be more careful in catching butterflies at another time. His father, when he heard it, remarked, "My son, thus it is with those who are too eager in the pursuit of pleasure; it perishes as soon as it is grasped."

DEFINITIONS.

A lġht' ed, rested.

Ap prōached', came or went near.

Bur' ied (*ber' rid*), covered.

Ĉab' i net, small case or closet.

En tġre' ly, wholly.

Flŭt' tered, flapped its wings;
moved to and fro.

Frāil, easily broken or injured.

Gaud' y, showy.

Pĕ'o ny, a large showy flower.

Pur sŭit', chase; following.

Re strāin', to keep back.

Wā' ry, watchful; cautious.

Wĕa' ried, tired; fatigued.

LESSON XXXIV.

WILLIE'S DEATH.

1. "O, what shall I do, now that dear Willie is dead?" said a little boy to his mother, who was still mourning for the loss of her son. "O, what shall I do; for there is no one to play with me now!" His mother listened with tearful eyes, and the boy went on.

2. "It is summer now, you know; and I can no longer go out into the fields, and gather

flowers, and chase the pretty butterflies, as we used to do. Besides, the flowers he and I planted are all growing wild, and I can not bear to look upon them. O mother, call dear Willie back ! ”

3. “ My dear child,” said his mother, “ he would not hear my voice, though I should call ever so loud. You will never see your brother on earth again. He has gone to a better, happier home than ours. You must learn to play alone.”

4. “ And will he never come again’ ? ” asked the boy, sadly. “ Has he left forever his birds, his flowers, and all his pretty playthings’ ? And will he never wander with me any more in the fields, or by the brooks’ ? O, then, how sorry I am that, when he was with me, I had not loved him better, and treated him more kindly ! ”

5. Saying this, the little boy wept bitterly, as he thought that he could never see little Willie again, and could never show him how much he loved him.

6. Little brothers and sisters should love each other dearly, and should always treat each other with kindness ; for they know not how soon they may be parted, never to meet again in this world.

LESSON XXXV.

[NOTE. — The subject of this piece is the same as that of the preceding lesson, the object of which is to prepare the pupil for the better understanding and appreciation of these beautiful lines by *Mrs. Hemans*.]

THE CHILD'S FIRST GRIEF.

1. "O, call my brother back to me,
I can not play alone !
The summer comes with flower and bee, —
Where is my brother gone ?
2. "The butterfly is glancing bright
Across the sunbeam's track ;
I care not now to chase its flight, —
O, call my brother back !
3. "The flowers run wild, — the flowers we sowed
Around our garden tree ;
Our vine is drooping with its load, —
O, call him back to me !"
4. "He would not hear my voice, fair child !
He may not come to thee ;
The face that once like spring-time smiled,
On earth no more thou 'lt see.
5. "A rose's brief, bright life of joy,
Such unto him was given ;
Go, — thou must play alone, my boy !
Thy brother is in Heaven."

6. "And has he left his birds and flowers?
 And must I call in vain?
 And through the long, long summer hours,
 Will he not come again'?"

7. "And by the brook, and in the glade,
 Are all our wanderings o'er?
 O, while my brother with me played,
Would I had loved him more!"

DEFINITIONS.

Bīt' ter ly , with great anguish or distress; sorrowfully.	Ġlāde , open space in a forest.
Briēf , short.	Ġlānç' ing , darting.
Drōp' ing , hanging down.	Mōurn' ing , grieving; sorrowing.
	Wan' der ings , roving.

LESSON XXXVI.

THE THIEF CAUGHT.

1. One night, a thief stole a man's horse from the stable, and rode away with him. As the man could not find his horse, he went to a place where they sold horses, to buy another.

2. When he came to the horse-market, he found his own horse among those for sale. He took the horse by the bridle, and said, "This horse is mine."

3. "It can not be yours," said the thief, who wished to sell the horse; "for I have had him more than a year."

4. The true owner then put his hands over the eyes of the horse, and said, "If this is your horse, tell me in which eye he is blind."



5. The thief, who had not looked at the horse with care, did not know what reply to make to this question. At last he said, "He is blind in the *left* eye."

6. "You are wrong," said the owner. "O," said the thief, "I spoke too soon! I meant to say the *right* eye."

7. Then the owner took his hands from the eyes of the horse, and said, "It is now proved

that you are the thief. The horse is not blind in either eye. I asked those questions only to show the truth."

8. "*Caught! caught!*" said all the men who stood by; and the thief had to give up the horse to its rightful owner. The rogue was then seized and taken away to prison.

LESSON XXXVII.

A GOOD GARDEN.

1. If you wish to have a good garden, you must be sure that the soil is good, and that it is well prepared for the precious seed.

2. Then you must sow *good seeds* in the garden, if you wish them to produce useful plants and fragrant flowers. You must be careful to *pull up the weeds*, or they will choke the plants and prevent their growth.

3. The *mind* is like a garden. Good habits will not grow in it unless the proper seeds are sown; and, like the young plants, they must be carefully tended.

4. Vices, like weeds, will spring up without being planted; and, if they are left to themselves, they will grow faster and stronger than

the good habits, and at last will choke them. We must pull up these weeds.

5. The good advice which children receive from their parents, and the precepts of their teachers, are some of the good seed sown in their minds. Bad thoughts, wicked words, and sinful deeds are the ugly, noisome weeds, that *must be pulled up* as soon as they show themselves.

6. The richest soil often yields in the greatest abundance these ugly weeds; and very often they bear more seed than the useful plants which we desire that our garden should produce.

7. Hence it is, that the weeds should be pulled up while young. We may afterward destroy them; but their seed will be in the ground, and other weeds will spring up when we least expect them.

8. How lovely is a garden full of choice plants and beautiful flowers! There no ugly weed is to be seen; every object is pleasing to the eye, and the air is filled with delightful odors.

9. Not less charming to the view is a youth who has grown up, under the careful training of parents and teachers, free from evil habits, and having mind and heart stored with all "precious and pleasant riches."

DEFINITIONS.

A būn' dance, great plenty.
De līght' ful, very pleasant.
Frā' grant, sweet-smelling.
Hăb' its, fixed ways of acting.
Noi' sōme, very unpleasant.
Plănt' ed, set in the ground for growth..
Pre' țepts, commands; rules for conduct.

Pre pâred', made ready.
Pre vënt, to hinder; to stop.
Pro dūce', to bring forth.
Rīch' es, wealth; treasures.
Rōgue, a dishonest person.
Tënd' ed, took care of.
Trăin' ing, bringing up; guiding.
Ūg' ly, unpleasant to the sight; not handsome.

LESSON XXXVIII.



STORIES ABOUT DOGS.

1. The dog is truly the friend of man. To his master he ever remains faithful; and even for harsh and unkind treatment he makes no return but love.

2. Some dogs are cross and snappish ; but others it is very hard to disturb or make angry. They seem always to wear a mild, tranquil, and noble aspect. Such a one you may see in the picture, which represents a large hound, like those used in England for hunting deer.

3. These dogs are very swift and strong ; and when once on the scent of a stag, will run till they overtake him. Some years ago, in a chase of this kind, the stag ran more than forty miles, and fell dead just as the hound overtook him. The hound also died from fatigue.

4. The dog rarely forgets his master, even though he has not seen him for many years. Ulys' sēs was, in ancient times, king of a little island called Ith' a ca ; and he was obliged to leave his home to assist in a war against the famous city of Troy. He did not return for many years.

5. When he came back, no one knew him ; his old servant was about to turn him away from the gate, as he was dressed like a beggar ; but his faithful dog Argus, now grown very old, came up to him, licked his hands, and wagged his tail in token of remembrance.

6. Every one has heard of the faithful greyhound, Gel' ert, to whose care was left his master's infant child in the cradle. When the

father returned from the chase, he found the cradle overturned; and the child was nowhere to be seen.

7. The father, thinking the dog had killed the child, slew him on the spot. But he soon regretted his rashness; for, on looking under the bed, he found the infant alive and well, and not far off the body of a large wolf, which the noble Gel'ert had killed.

8. A splendid tomb was erected to this faithful dog, and an image of him, made of marble, was placed upon it, with the word FIDELITY carved upon the stone.

DEFINITIONS.

Ān' cient , very old.	Răsh' ness , hastiness.
Ăs' peet , appearance; looks.	Re grăt' ted , grieved over; repented.
Făith' ful , constant in love.	Rěp' re sents , shows.
Fi děl' i ty , faithfulness.	Splěn' did , very beautiful; grand.
O blīged' , forced; compelled.	Trăn' quil , quiet; calm.
Re mēm' brance , keeping in mind.	Trēat' ment , usage.

LESSON XXXIX.

THE NOBLE DOG.

1. One day, as a large New'foundland dog, named Brave, was carrying a bone over a bridge, he met a surly mastiff, by the name of Bruce.

As soon as they saw each other the mastiff began to growl and bristle up for a fight.



2. Old Brave was not willing to give up the bone, and Bruce would not let him pass unless he did. So, after many angry growls, they began to fight, and soon tumbled off the bridge into the water.

3. The banks of the stream were so very steep and high, that they were forced to swim a long distance before they came to a good landing-place. It was quite easy for old Brave

to swim; indeed, he seemed to be as much at home in the water as he was on the land.

4. But it was not so with poor Bruce. He struggled and tried his best to swim, but he made very little progress. Old Brave soon reached the land, and turned round to look at his enemy.

5. He saw plainly that Bruce's strength was fast failing, and that he was likely to drown. So, what should that noble dog do but plunge into the water again, seize Bruce gently by the collar, and tow him safely to the shore.

6. It was amusing to see these two dogs look at each other as they shook their wet coats. Their glances seemed to say as plainly as words, "We will never quarrel again!"

7. The conduct of some boys is like that of these two dogs. They begin to quarrel about a very trifling thing, and by so doing often lose the object of their rage. But the conduct of old Brave should teach us that he who is the most ready to forgive and assist his enemy, is the most noble and praiseworthy.

DEFINITIONS.

Bri's' tle (<i>brîs' l</i>), to show anger,	Más' tiff , a large, strong dog.
and a desire to fight.	Prâise' wor thy , deserving praise.
Ën' e my , a foe; adversary.	Strüg' gled , contended.
Fâil' ing , giving out.	Sûr' ly , cross; snarling.

LESSON XL.

THE BIRD, THE BEE, THE ANT.

FIRST PUPIL.



Little Bird, with eager wing,
Stopping now and then to sing,
Can you, in your chirping way,
Teach us something *new to-day*?

WHOLE CLASS.

The little bird said, in his innocent glee,
That we should be grateful and joyous as he.

SECOND PUPIL.



Busy Bee, from flower to flower,
You are flying every hour ;
Can you, in your humming way,
Teach us something *new to-day*?

WHOLE CLASS.

The bee does not trifle her moments away,
And we should be active in work or in play.

THIRD PUPIL.



Little Ant, why do you toil
In the dirt and in the soil?
Can you, in your working way,
Teach us something *new to-day*?

WHOLE CLASS.

My dear little children, the ant might well say,
"I set an example to *work* while you may."

DEFINITIONS.

Āet' ive, busy ; lively.**Ēa' ġer**, restless ; impatient.**Ex ām' ple**, a pattern ; a model.**Īn' no ġent**, harmless ; free from
guilt.**Tri' fle**, to spend uselessly.

LESSON XLI.

DIFFERENT HABITS OF CHILDREN.

1. Habits are formed by doing things often, and when they are once formed it is very hard to change them. Some children are taught by their parents to *work* ; and thus they acquire *industrious habits*. They rise early, study hard, and learn their lessons well.

2. Such children do cheerfully whatever work is given to them. They are not easily discouraged ; but keep on till the work is done. People with these habits almost always succeed in life ; for there is no difficulty which *industry* and *perseverance* may not overcome.

3. One day, a load of coal was thrown down before the door of a cellar in which a poor family lived. A little girl went out, with a small shovel, and began to shovel it up.

4. "My little child," said a gentleman, who was passing by, "you can't get all that coal in with your little shovel." "O yes, I can, sir!"

said she, "*if I only keep at it, and work long enough.*"

5. There once was a poor boy, who resolved to get an education. He had to work hard all day, and when evening came, he used to take his book and go into the street, and stand by the window of some store, and study in the light that shone from it.

6. Sometimes, when the stores were closed, and he had not finished his study, he would read by the light of the street lamps. Is it at all surprising that this poor boy became a great scholar'?

7. Some children form *careless habits*. They never put any thing in its proper place; but lay it down, and leave it where they happen to be. Then, when they want it, they can not tell where to find it.

8. When the morning hour for school comes, there is always a great noise and confusion. "Where's my hat?" says one. "Who has taken my book?" says another. Careless children! No one has touched any of their things; they are just where they were left.

9. Presently, after a great deal of seeking, they are all found,—one in the parlor, another in the dining-room, and another in the kitchen. Now all this trouble and time would be saved

by having “*a place for every thing, and every thing in its place.*” No one can tell how much evil comes from forming CARELESS HABITS.

DEFINITIONS.

Ae quire' , to get ; to obtain.	In dūs' tri ous , attentive to work ; diligent.
Con fū' sion , want of order.	O ver eōme' , to conquer ; to surmount.
Dīf' fer ent , unlike ; not the same ; various.	Per se vēr' ançe , constant effort.
Dis eoŭr' aged , disheartened.	Prēs' ent ly , in a short time.
Dīf' fi cul ty , any thing hard to do.	Re sōlved' , fixed in purpose ; determined.
Ed u eā' tion , course of instruction or training.	Sehōl' ar , a learned person ; a pupil.
Ĭn' dus try , constant attention to work or business.	Sur prīs' ing , wonderful.

LESSON XLII.

NOT WORTH A STRAW.

Philip. Why, uncle, what are you going to do with that crooked stick? You can not make a handle for the hoe out of *that*? It is not *worth a straw*.

Uncle. Perhaps not; but is a straw of *no* value? How do you think the grain could grow without the straw to support it?

Philip. O, I know it is useful for *that*; but

after the grain is cut down and thrashed out, I should like to know what the straw is worth. Not much, I am sure.

Uncle. It may not be very costly, because there is so great an abundance of it; but it is valuable for all that. Do we not use it to make mattresses, and beds for the horses and cattle?

Philip. O yes, I did not think of that! And now I remember seeing, last summer, some cottages thatched with straw; and last fall I saw the gardener covering up some of the plants with straw to protect them from the cold.

Uncle. Then you see that straw is not a *worthless* thing.

Philip. Yes, uncle; but of what good is a single straw? You know, I said not worth a *straw*.

Uncle. Are not bundles of straw made up of single straws? But even a single straw may be very valuable, for it may teach you some useful lessons.

Philip. What! a straw teach us any thing! I have looked at hundreds, and I am sure I never learned any thing from them.

Uncle. That may be; because you did not observe them closely. Straws, you know, are the stems, or stalks, on which wheat, rye, barley, and oats grow.

Philip. O yes; I know that!

Uncle. Here is a wheat straw. Let us examine it carefully. You see it is hollow; but not through its whole length. It is closed up at each of those little knobs or joints.

Philip. If that is so, how is it that I can suck water through a straw, as I have often done?

Uncle. You must have used only a piece of straw of the length of one joint to another; and the knobs must have been cut off.

Philip. O yes! I remember, my sister cut them off with her shears, before I used them. Can we learn any thing more from the straw?

Uncle. Yes; you observe that the surface is very hard and smooth, as if it had been varnished. The use of this is to make the stem strong, as well as to protect it from the weather and from insects.

Philip. Is it not strange that the stems of some plants should have this hard surface, while others are without it?

Uncle. Yes; it is truly wonderful that God should have given to the plant the power to draw up by its roots this smooth, glassy substance out of the ground. It is so hard that the straw will sometimes cut your hand like a knife.

Philip. But why is the stem *hollow*? Would it not be stronger if it were solid?

Uncle. It is hollow for the same reason that our bones and the quills of birds are hollow. If the straw were solid, it would be much heavier than it is, and would be more easily bent or broken. The hollow stem thus combines strength and lightness.

Philip. I know now why it is hollow; but I do not see the use of those knobs or joints.

Uncle. They are of great use; for while they do not add much to the weight of the straw, they serve to keep it in shape, and thus prevent it from bending and breaking. In all these things do we not see the wonderful wisdom of the Creator?

Philip. And all this can be learned from a *straw*! However useless any thing may be, I shall never say of it hereafter, "It is not worth a straw."

Uncle. There are very few *useless* things. We may learn something from every object in nature, if we observe it with care.

DEFINITIONS.

Ex ăm' ĩne, to look at closely.	Văl' u a ble, of great worth.
Măt' tress, a bed stuffed with hair, straw, &c.	Văr' nished, made smooth with varnish.
Thătched , covered with straw.	Worth' less, of no value.

LESSON XLIII.

OCTOBER SCENES.

1. O the bright, the beautiful days of October! The rays of the sun, which in summer were so fierce and scorching, now fall with soft and gentle beams upon the earth. The air is mild and pleasant, and Nature seems to invite us out into the fields and woods to behold her loveliness.

2. What a charming sight the forest trees present! A few weeks ago, and they were clothed in a lovely green; but now they are tinted with yellow, gold, and crimson. What a variety of hues they present; and how their gorgeous colors delight the eye of the beholder! "Surely," he exclaims, "the earth is full of beauty!"

3. The very name of October seems to bring to the mind the idea of ripe and rich abundance. The round purple grapes, full of luscious juice, hang in large clusters on the vines, and are ready to be gathered. The trees of the orchards are laden with apples,—gold, crimson, and russet, all ready to fall to the ground. How the boughs bend beneath their burden!

4. In the forest, the hickory and chestnut-

trees are loaded with nuts. The sharp frosts of early winter will soon open their burs; and then, all through the sunny day, you may hear the fruit falling to the ground. Then the chil-



dren are out with their little baskets, busy in gathering a supply for the winter.

5. How they shout and laugh as they pelt the bending boughs, and hear the fruit rattle on the dry leaves! Look! there comes a red squirrel! He seems to claim the ripe nuts as his property, and to think the boys and girls rob-

bers, who have come to deprive him of his winter's store.

6. Nature has much to do in this season of the year, and she is busy day and night; for all must be done soon, or there will be no fruit, and no beauty the next year. But we need not fear; she never fails in any task which she has to perform.

7. The buds for next spring will all be carefully wrapped up, to keep them from the frost. A mother can not more tenderly protect her babe against the cold air, than Nature guards these tender little buds from the icy winds of winter.

8. First, she covers them with a downy fold, softer than the finest wool; then she spreads over them two or three covers, cunningly wrapped together; and over all lays a coat of varnish, that keeps away all moisture from the little sleepers within. No babe in its cradle can then be safer from harm, than are these infant buds and blossoms from the storms of winter.

DEFINITIONS.

De prīve', to take from.

Gor' geoūs, showy; grand.

Hūēs, tints; colors.

Lūs' cioūs, very sweet.

Prōp' er ty, whatever is owned.

Těn' der ly, gently; with care.

Tīnt' ed, tinged; colored.

Va rī' e ty, many and different kinds.

Wrāpped, folded; inclosed.

LESSON XLIV.

DON'T STEP THERE!

1. One cold morning, last winter, the streets were slippery with a thin coat of ice, partially covered with snow, and people who were going to their places of business were obliged to walk very carefully for fear of falling.

2. As I was passing along with the rest, I noticed a bright-looking lad, standing on the pavement, near a corner, and steadily looking at a spot on the sidewalk.

3. As I approached him, he looked up at me, and, pointing to the place, said, "Please don't step there, sir; I slipped there, and fell."

4. I thanked the kind and thoughtful little fellow, and passed by the dangerous place; but his words, "Don't step there!" rang in my ears all the day. I could not dismiss them from my thoughts.

5. A thousand times since, I have seemed to hear the clear voice of that kind-hearted boy, reminding me of my duty to those around me, and urging me to repeat wherever it promised to be useful, "Please, sir, don't step there!"

6. When I see a youth entering the path of the Sabbath-breaker, I would cry, "Don't step

there!" When I see boys and girls beginning to tell untruths, or to disobey their parents and teachers, I would whisper softly to them, "Don't step there!"

7. When I see a young man tempted to associate with those who drink, smoke, or gamble, I would call out to him solemnly and earnestly, "Don't step there!"

8. As in the path of life we tread,
We come to many a place,
Where, if not careful, we may fall,
And sink in sad disgrace.

9. Some evil habit, word, or thought,
Some sin, however small,
May make us stumble in the path;
And, stumbling, we may fall.

10. Our fellow-travelers on the road
We'll watch with anxious care;
And when they reach a dangerous spot,
We'll warn them, "*Don't step there!*"

DEFINITIONS.

As sō' ci āte, to keep company.

Be ġin' ning, commencing.

Dān' ġer ous, unsafe; full of risk.

Dis grāċe', shame; dishonor.

Dis mīss', to send away.

Dis o bey', to refuse to submit to.

Pār' tial ly, in part; not wholly.

Re mīnd' ing, putting in mind.

Sōl' emn ly, seriously.

Stūm' ble, to trip; to make a false step.

Trāv' el er, one who travels, or goes on a journey.

Un trūth', a falsehood; a lie.

Ūrg' ing, forcing onward; impelling.

Whīs' per, to speak in a low tone, or under the breath.

LESSON XLV.



THE BEAUTIFUL AND THE USEFUL.

1. Laura Langdon was a fair, good-looking child. The servants called her handsome; and every one who saw her would say, "O you beautiful little creature! How lovely you are!"

2. Laura had heard so many people say she was *handsome*, *pretty*, or *beautiful*, that it made her quite vain, and she began to think she was a great deal better than other little girls who were not so pretty as she thought herself to be.

3. If any of her school-mates had the misfortune to be scarred or lame, she would not speak to them. At last, she became so rude and haughty that she would sometimes mock them, and call them nicknames.

4. Her parents were very fond of her; but they were not ignorant of her conduct. They knew all her faults, and tried to correct them. They knew that, although she was a pretty child, yet every one would dislike her, unless she was kind and obliging.

5. One day, a little girl by the name of Gertrude, came to make Laura a visit. Gertrude was a well-behaved girl, and she was neatly dressed; but her face was a little freckled, and she had a club-foot, which caused her to limp when she walked.

6. Gertrude was a sensible girl. She was cheerful and pleasing in her manners, and was so attentive to her studies, that her teacher, and all who knew her, loved her. Laura had loved her too; but since she thought so highly of her own beauty, she was ashamed to be seen with such a plain-looking girl as Gertrude.

7. Seeing that Laura was not disposed to play with her, Gertrude bade her "good-by," and returned home. As soon as she was gone, Laura ran out into the orchard, where her fa-

ther was standing, near a fine large pear-tree full of fruit. As soon as she saw it, she exclaimed, "O, how beautiful those pears look! Will you please give me one'?"

8. The father picked one of the largest and finest of the pears and gave it to his daughter. But as soon as she tasted it, she cried out, "O, what a hard, bitter thing it is!" And she threw it on the ground.

9. "Do you not like the pear?" asked her father. "I gave it to you because of its *beauty*; for I know you are pleased with *pretty things*, and dislike *homely things*."

10. He then took a rough-looking pear from a crooked tree, and gave it to Laura; and as soon as she tasted it, she exclaimed, "O, what a nice pear! I never ate any thing so sweet!"

11. "Are you sure you like that rough-looking pear?" asked her father. "Indeed I do, although it is not at all *pretty*," said Laura.

12. "Then," said her father, "if you were to choose a pear-tree for yourself, which would you select,—the *crooked tree* with sweet, mellow pears, or the *straight tree*, with hard, bitter fruit?"

13. "I should choose the crooked tree," said Laura, "because it bears such nice, sweet pears. The other would be of no use to me."

14. "I think," said her father, "you have now learned that things which are *good* and *useful*, are better than those that are *beautiful* and *useless*." Laura owned that she had.

15. "Then," replied her father, "how could you be so unkind and cruel to poor little Gertrude, this morning, when she came so far, on foot, to see you? How could you despise and ill-treat her, because she is not handsome?"

16. Laura felt the kind reproof of her father, and said she was sorry that she had been so rude and foolish as to ill-treat those who were worthy of her friendship and esteem. She never afterwards forgot that *the most beautiful things are not always the most useful*.

ANALYSIS. — 1. Who Laura Langdon was. Her good looks. 2. What made Laura vain. 3. How she treated some of her school-mates. 4. What her parents thought of this. 5. Gertrude, — her behavior and appearance. 6. Gertrude's character. Who loved her. 7. Laura's conduct toward her. What she said in the orchard. 8–15. Conversation of Laura and her father. 16. Its effect upon Laura. What it impressed upon her mind.

DEFINITIONS.

At tēn' tive, mindful; careful.

Cor rēet', to set right; to reform.

De spīse', to look down upon; to scorn.

Dis pōsed', inclined.

Es tēem', regard; respect.

Haugh' ty, proud and scornful.

Īg' no rant, having no knowledge; unlearned.

Mis fōr' tune, mischance; ill fortune.

Nīck' name, a name of reproach or ridicule.

O blīg' ing, kind; friendly.

Re prōōf', blame; censure.

Seärred, marked or seamed.

Se lēct', to choose.

Sēn' sī ble, having good sense.

LESSON XLVI.

WHO WAS IT?

1. Do you happen to know, —
For I think it is so, —
That *some one was angry* in school to-day,
Pouting, and sulking, and turning away,
When asked to “make up” and come out to play’?
Somebody said, but I do not know who,
That the *cross little girl* was certainly *you*.
Do you happen to know
If this really is so’?
2. Yesterday somebody whispered to me,
Out in the lot by the old willow-tree,
That a *mischievous deed* that day had been done;
And when it was known, there was only *one*
Of all the children I love so well,
Who was brave enough *the truth to tell*.
Somebody said, but I can not say who,
That the *truth-telling girl* was certainly *you*.
Do you happen to know
If this really is so’?
3. But O, how glad I was to be told
Of a sweet little girl only seven years old,
Who wanted to go with some children to play
Out in the park, on a bright sunny day;
But when her sick brother entreatingly said,
“Nellie, please read me a story,” instead

Of going to play, sat down with her book,
 And read a full hour, with a cheerful look !
Somebody said they certainly knew
 That the *good little sister* was surely *you*.
 Do you happen to know
 If this really is so' ?

DEFINITIONS.

En trēat' ing ly, with earnest prayer, or pleading.	Mīs' chiev ous, hurtful ; wrong.
Hăp' pen, to chance ; to occur.	Rē' al ly, truly.
	Whīs' pered, spoke softly.

LESSON XLVII.

THE WORKS OF THE LORD.

PRONOUNCING EXERCISE.

děpths	brīng' eth	com mând' eth
līft' eth	rāis' eth	dis trěss' eș

1. O that men would praise the Lord for his goodness, and for his wonderful works to the children of men !

2. They that go down to the sea in ships,
 that do business in great waters ;

3. These see the works of the Lord, and his wonders in the deep.

4. For he commandeth, and raiseth the stormy wind, which lifteth up the waves thereof.

5. They mount up to the heaven, they go down again to the depths: their soul is melted because of trouble.

6. They reel to and fro, and stagger like a drunken man, and are at their wit's end.

7. Then they cry unto the Lord in their trouble, and he bringeth them out of their distresses.

8. He maketh the storm a calm, so that the waves thereof are still.

9. Then are they glad because they be quiet; so he bringeth them into their desired haven.

10. O that men would praise the Lord for his goodness, and for his wonderful works to the children of men!

LESSON XLVIII.

NOTHING BUT A FLY.

Amos. O, don't, David, be so cruel!

David. Who cares? It is *nothing but a fly*.

Amos. Yes; but a fly has *feeling*, you know.

David. What if it has! Am I to mind that? We step on little insects every day and every hour. You yourself kill them every time you walk about. Where is the harm, then, of killing a *fly*?

Amos. We must kill insects, perhaps, when we walk about; for we can not help stepping on them sometimes; but that is no reason why we should kill them on purpose.

David. No; not many of them, to be sure. But to kill just one now and then is a matter of no great importance.



Amos. But you seem to *take pleasure* in it. Is *that* right? How can you like to see such a little creature struggling for its life?

David. But these little things don't know any thing, and surely can not feel much pain.

Amos. How do you know that they do not feel pain, as much as a larger animal?

David. O, they do not struggle so hard; and the blood does not flow as it does from a larger creature!

Amos. Just look through this magnifying-glass, at the fly you have killed.

David. Oh! Oh! Oh! Why, what does this mean? Can it be that a fly has blood in it?

Amos. It certainly has; only we can not see it without a microscope. It has a heart, and vessels called veins and arteries, which carry the blood to and from the heart. Some of the blood is red, but the greater part is white, or clear, like water.

David. This is wonderful! Let me look through the glass once more.

Amos. Certainly; look as long as you please.

David. This is what I never thought of before, — that a fly could be so beautiful! I will never kill one again. But are other insects as beautiful as the fly, when we look at them through this glass?

Amos. Not all of them, perhaps. They look more beautiful, however, than when seen by the naked eye.

David. If they are so curiously made, is it not wrong for us to step on them?

Amos. It is, unless we are obliged to do so; but we need not feel a *pleasure* in killing any creature.

David. I am sure I shall never do so again. This glass has taught me not to be so cruel.

DEFINITIONS.

Är' ter ies, vessels or tubes which convey the blood from the heart to all parts of the body.

Çēr' taĩ ly, surely; without doubt.

Ēū' ri ous ly, strangely; nicely.

Im pôrt' ançe, moment; consequence.

Măg' ni fỹ ing-glăss, a glass so formed that objects seen through

it appear larger than they really are.

Mĩ' erō scope, an instrument for examining objects too small to be viewed by the naked eye.

Pâr' pose, intention.

Vęing, vessels or tubes which convey the blood from all parts of the body back to the heart.

Wôn' der ful, surprising.

LESSON XLIX.

THE SUN'S MORNING CAROL.

1. WAKE up! wake up! my children.
I have waked up all the birds,
And all the flocks and herds,
And all the flowers so fair;
You also have my care.

(Whole Class.) WAKE UP!

2. Wake up! wake up! my children.
 You are sweetly sleeping,
 I am boldly peeping
 At your slumbering eyes;
 Then hasten to arise.

(*Whole Class.*) WAKE UP!

3. Wake up! wake up! my children.
 Many birds are singing,
 Many bells are ringing,
 The humming-bird and bee
 Fly swift from bush to tree.

(*Whole Class.*) WAKE UP!

4. Wake up! wake up! my children.
 Many lovely flowers
 Greet the morning hours;
 Bathed in pearly dews,
 Rich fragrance they diffuse.

(*Whole Class.*) WAKE UP!

5. Wake up! wake up! my children.
 The Hand that guides my way,
 As I journey day by day,
 Has also work for you,
 Dear children, to pursue.

(*Whole Class.*) WAKE UP!

DEFINITIONS.

A rîse', to get up; to ascend.

Băthed, washed.

Ĉăr' ol, a song.

Dif fûșe', to spread.

Fră' grance, perfume; sweet
 smell.

Joûr' ney, to travel.

Pur sûe', to follow; to perform.

LESSON L.



GOOD MANNERS.

1. There are some children who are quite civil and obliging to strangers; but, among their own brothers and sisters at home, they are often rude, selfish, and unkind.

2. They will speak in a harsh, cross tone of voice. They will dispute and quarrel about the merest trifle, and refuse to assist each other even in the smallest matters.

3. This was the case with a little girl named Agnes. One day, two ladies called to see her mother. Agnes opened the door, and said, in

a very pleasant tone of voice, "Please walk in and take a seat. Mother will see you in a few moments."

4. "Will you please bring me a glass of water, Agnes?" asked one of the ladies; "I am very thirsty."

5. "With pleasure," answered Agnes, who presently came back with two glasses of water on a small waiter, which she passed to both ladies.

6. "Thank you," said the other lady; "you are very thoughtful." "You are quite welcome," said Agnes, very pleasantly.

7. When Agnes went out of the room, one of the ladies said, "This is one of the best little girls I have ever known. How sweet and obliging her manners are! It must be delightful to live with such a child."

8. Just then the ladies heard a little voice, in the next room, where Agnes had taken the waiter, say, "Please give me a drink, Agnes."

9. "No, I sha'n't! Get it yourself! You are always wanting something," said Agnes, in a cross tone of voice.

10. Where are the polite and obliging manners of Agnes now? She has changed them for her *home* manners. Those were her *company* manners. She puts them on in the parlor, and

puts them off when she leaves it. At home, she is cross, disobliging, rude, and selfish.

11. Agnes has not been taught, perhaps, that *home* is the *first* place in which she ought to be polite;—polite up stairs, down stairs, in-doors, out-doors, and in the kitchen as well as in the parlor. There is no place in the house where *good manners* can be dispensed with, and no place where they are more important than among our own family.

12. Think of this, young friends, when you are tempted to be rude and selfish, or unkind to those about you; think how many friends your little kind acts may gain you, and how happy it will make those who receive your kindness.

13. Remember that you lose nothing by being polite. Begin early to acquire this habit, and it will go with you through life. Learn to be polite *at home*. Be polite to your parents, and your brothers and sisters. Home is the true place to cultivate good manners.

DEFINITIONS.

Çiv' il, showing good manners; obliging.	Dis pûte', to contend in words; to wrangle.
Çul' ti vate, to cherish; to try to improve.	Mër' est, barest; simplest.
Dis o blîg' ing, unkind; uncivil.	Po lite', civil; refined in manners.
(Dis pënsed' with,) done without.	Quar' rel, to dispute; to wrangle.

LESSON LI.

BATTLE FOR THE RIGHT.

1.

*Never be a coward
In the cause of right;
Be a valiant soldier
In the world's good fight.*

2.

*In the fight with Meanness,
With the giant Wrong,
For God, for Right, for Justice,
Battle hard and strong.*

3.

*Let the Truth be dearer
To your mind and heart
Than the richest prizes
Of the mint or mart.*

4.

*Let the Right be stronger
To control your hand,
Than all the gifts of honor
At the world's command.*

5.

*Let the call of Justice,
Even in your youth,
Nerve your arm with valor
To battle for the truth.*

LESSON LII.

TRUE AND FALSE COURAGE.

1. As Francis was walking, one day, with his father, through a village, some little snarling dogs ran after them, barking as if they were ready at any moment to bite them.

2. Francis several times turned round and faced them, when they would run back ; but as soon as he went on, they would run after him, snarling, and biting at his heels again.

3. This lasted till they arrived at the door of a house, by the side of which was a large mastiff, lying at his ease, and basking in the sun. Francis was almost afraid to pass him, and kept close to his father; but the dog took no notice of them.

4. Presently, they came near a flock of geese, which, as they passed by, stretched out their long necks, and hissed as if they were going to attack them. Francis was not afraid of the geese, but laughed at their awkward and silly movements.

5. A little farther on, they came to a herd of cattle; and Francis, as he went by, looked at the huge creatures with some degree of fear. They, however, kept quietly grazing, and did not even take their heads from the ground to look at those who were passing by.

6. "Father," said Francis, "can you tell me the reason why that big mastiff and the cattle yonder are so peaceful, while those little snarling dogs are so cross and snappish?"

7. "It often happens," replied his father, "that animals which are small and feeble seem the most disposed to attack those that come in their way. They endeavor to frighten others by making a great *show* of courage and spirit, while in fact they are inwardly afraid themselves.

8. "The larger animals, being conscious of their own strength, do not suspect others of any design to attack them. They are not afraid themselves, and they do not wish to make others afraid. They fear no injury, because they feel sure of being able to protect themselves against the assaults of others.

9. "Thus it is with mankind. Weak, mean, and petty characters are suspicious, snarling, and peevish. They raise an outcry against those persons who have more strength and talent than themselves, and put on airs of defiance, through mere cowardice.

10. "But the truly great are calm and peaceful. They fear no injury, and offer none. They even suffer slight attacks to pass unnoticed. They are always more disposed to forgive an injury than to resent it. Hence it has been truly said, 'Revenge dwells in *little* minds.'"

DEFINITIONS.

At tăck', an assault ; an offense.

Băsk' ing, lying in the sun.

Chăr' æ ters, individuals ; persons.

Čôn' scious, aware.

Čow' ard iče, want of courage.

De fi' anče, daring ; challenge.

De sīgn', intention.

En dėav' or, to try ; to attempt.

Grăz' ing, feeding on grass.

Ĭn' ju ry, hurt ; damage.

Pěe' vish, cross ; ill-natured.

Re šěnt', to take offense at.

Re věnge', return of an injury.

Snărl' ing, growling ; expressing anger.

Sus pī' cious, distrustful.

Tăl' ent, uncommon ability.

LESSON LIII.

**THE FAITHFUL SHEPHERD-BOY.**

1. Herman was a German shepherd-boy ; and a noble fellow he was, too, although he was very poor.

2. One day, while he was watching his flock, which were feeding in a valley on the borders of

a forest, a hunter came out of the woods, and asked, "How far is it to the nearest village?"

3. "Six miles, sir," replied the boy; "but the road is only a sheep-track, and very easily missed."

4. The hunter glanced at the crooked track, and said, "My lad, I am tired, hungry, and thirsty. I have lost my companions and missed my way. If you will leave your sheep, and show me the road, I will pay you well."

5. "I can not leave my sheep, sir," said Herman. "They would stray into the forest, and be eaten by wolves, or stolen by robbers."

6. "Well, what of that?" replied the hunter. "They are not *your* sheep. The loss of one or more would not be much to your master, and I will give you more money than you have earned in a whole year."

7. "I can not go, sir," rejoined Herman, very firmly. "My master pays me for my time, and he trusts me with his sheep. If I were to sell my time, which does not belong to me, and the sheep should get lost, it would be the same as if I stole them."

8. "Well," said the hunter, "will you trust your sheep with me, while you go to the village and get me some food and a guide? I will take care of the sheep while you are gone!"

9. The boy shook his head. "The sheep do not know you," said he, "and they would flee from the voice of a stranger."

10. "What! Can you not trust me'? Do I look like a rogue'?" asked the hunter, angrily.

11. "Sir," said the boy, "you have tried to make me false to my trust, and you wanted me to break my word to my master. How do I know you would keep your word to me?"

12. The hunter was silent. He had been put to shame by the simple honesty of the boy. At last he said, "I see, my lad, that you are a good, faithful boy. Show me which is the road, and I will try to make it out myself."

13. Herman now offered to the hungry man the humble contents of his scrip, and it was gladly accepted. Presently, the hunter's attendants came up; and Herman found, to his great surprise, that he had been talking with the Grand Duke, the owner and ruler of all the country around.

14. The Duke was so pleased with the boy's honesty, that he sent for him shortly after, and had him educated at his own expense. In after years, Herman became a man of wealth and influence; but he remained honest and true to his dying day.

15. Honesty, truth, and fidelity are precious

jewels in the character of any youth. When they spring from piety, they are pure diamonds, and make the possessor happy, honorable, and useful.

DEFINITIONS.

Ae ċępt' ed, took ; received.

At tēnd' ants, servants.

Ċhār' æ ter, nature, or disposition.

Ċom pān' ions, associates ; partners.

Ċōn' tents, that which is contained.

Dī' a mond, the hardest and most precious of stones.

Ėd' u ēā ted, brought up ; instructed.

Hōn' or a ble, worthy of honor or esteem.

Hūm' ble, lowly ; low in condition.

Ĭn' flu ence, power ; control.

Pī' e ty, reverence for God.

Pos sēs's' or, one who holds as his own ; owner.

Serīp, a small bag.

Shēp' herd, one who tends sheep.

Vāl' ley, low land between hills or mountains.

LESSON LIV.

PRONOUNCE.

rūs' tled (rus' sld) thīnk' ing hūn' dredṣ

elōtheṣ (elōthz) tīght' ly strīped

ōft' en (ōf' n) yēl' lōw drēamed

THE DEATH OF THE LEAF.

1. Once on a time, a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about. And one of the twigs said, "What is the matter, little leaf?"

2. "The wind," said the leaf, "just told me that some day it would pull me off, and throw me to the ground to die." The twig told it to the branch, and the branch told it to the tree.

3. When the tree heard it, it rustled all over, and sent word back to the leaf: "Do not be afraid; hold on tightly, and you shall not go off till you want to."

4. Then the leaf stopped sighing, and went on singing and rustling; and so it grew all summer long till October. When the bright days of Autumn came, the leaf saw all the leaves around becoming very beautiful. Some were yellow, and some were scarlet, and some were striped with colors.

5. Then it asked the tree what this meant. And the tree said, "All these leaves are getting ready to fly away, and they have put on these colors because of their joy."

6. Then the little leaf began to wish to go, and it grew very beautiful in thinking of it. And when it saw that the branches of the tree had no color in them, the leaf said, "O branch! why are you lead-colored, and we golden?"

7. "We must keep on our work-clothes," said the tree, "for our work is not yet done; but your clothes are for a holiday, because your task is over."

8. Just then a puff of wind came, and the leaf let go at once; and the wind took it up and turned it over, and then let it fall gently down among hundreds of other leaves; and it never waked up to tell what it dreamed about.

H. W. Beecher.

LESSON LV.

GOOD ADVICE.

1. My son, hear the instruction of thy father, and forsake not the law of thy mother.

2. For they shall be an ornament of grace unto thy head, and chains about thy neck.

3. My son, if sinners entice thee, consent thou not.

4. My son, walk not thou in the way with them; refrain thy foot from their path.

5. My son, forget not my law; but let thy heart keep my commandments.

6. For length of days, and long life, and peace, shall they add to thee.

7. Let not mercy and truth forsake thee; bind them about thy neck; write them upon the table of thy heart.

8. So shalt thou find favor and good understanding in the sight of God and man.

9. Trust in the Lord with all thy heart, and lean not unto thine own understanding.

10. In all thy ways acknowledge Him, and He shall direct thy paths.

11. Enter not into the path of the wicked, and go not in the way of evil men. Avoid it; pass not by it; turn from it, and pass away.

12. My son, attend to my words; incline thine ear unto my sayings.

13. Let them not depart from thine eyes; keep them in the midst of thy heart.

14. Keep thy heart with all diligence, for out of it are the issues of life.

15. Put away from thee a froward mouth, and perverse lips put far from thee.

16. Ponder the path of thy feet, and let all thy ways be established.

17. Turn not to the right hand nor to the left: remove thy foot from evil.

Book of Proverbs.

DEFINITIONS.

A void' , to keep from; to shun.	For sâke' , to give up; to abandon.
Com mând' ment , precept; command.	Frô' ward , wayward; stubborn.
Con sênt' , to agree to; to comply.	Îs' sues , results; events.
Dîl' i gence , industry; love of work.	Per vërse' , froward; bent upon evil.
En tîce' , to lure; to attract.	Pôn' der , to think upon.
Es tăb' lished , fixed; settled.	Re frâin' , to keep from.
	Re mowe' , to take away.

LESSON LVI.

**THE PEAR-TREE.**

1. As old Mr. Rupert sat one day in the shade of a large pear-tree in front of his house, his grandchildren were eating with eager delight some of the delicious fruit with which it was loaded. For it bore fruit in great abundance.

2. "I will tell you, children," said the white-haired old man, "how this fine tree, the fruit of which you so much enjoy, came to be here." The children listened with respect and attention.

3. "More than fifty years ago, I stood on the very spot where this tree now grows, and com-

plained to my rich neighbor, of my poverty. 'Ah!' said I, 'how happy should I be, if my little farm would bring me in a hundred dollars a year! I should feel myself rich indeed!'

4. "'A hundred dollars!' said my neighbor, who was a very prudent, thoughtful man. 'Why, the very spot on which you stand contains more than that sum, hidden in the ground. A little labor and skill are all that you need to get it out. Set to work, and try.'

5. "I was but an ignorant young man; and so, the next night, I went to work with my pick ax and spade, and dug a deep hole in the ground; but, to my vexation, I failed to find a single dollar.

6. "The next morning, when my neighbor saw the hole which I had dug, he could not restrain his laughter. 'You silly man!' said he, 'that is not what I meant. But never mind; I will give you a young pear-tree, which you can plant in the hole you have made; and in a few years the dollars will come fast enough.'

7. "So, I planted the young tree in the ground; and it grew, year by year, till it became the tall tree which you now behold. The fruit which it has borne for many years has already brought me more than a hundred dollars. Therefore, I have not forgotten the saying of my

wise neighbor; and you will do well to bear it in mind.

“The safest gains of all are brought
By industry and prudent thought.”

DEFINITIONS.

At tĕn' tion , heed ; regard.	Prų' dent , wise ; discreet.
De lĭ' cious , very sweet ; pleasing to the taste.	Re spĕct' , regard ; esteem.
En joy' , to take pleasure in.	Thôught' ful , mindful ; considerate.
Pŏv' er ty , state of being poor ; want ; indigence.	Vex ā' tion , displeasure ; trouble of mind.

LESSON LVII.

THE BEST RECOMMENDATIONS.

1. A merchant who wanted a boy to assist him in his business, advertised in the daily papers, but stated that “none need apply who had not the *best recommendations*.”

2. The next day, more than a dozen applicants came to his office, hoping to be employed. All except one had letters from their friends, recommending them as industrious, honest, and truthful boys.

3. After reading the letters and talking a short time with the boys, the merchant selected the one who had no letter of recommendation, and dismissed all the other applicants.

4. The merchant's chief clerk, who had witnessed the transaction, was greatly surprised at his employer's choice, and desired to know why he had selected a boy who had no recommendations.



5. "No recommendations!" said the merchant; "you are greatly mistaken. That boy had the *best* recommendations." "Why, he did not present any letter at all!" said the clerk.

6. "True," said the merchant; "but did you not perceive how careful he was to wipe his feet when he came in, and how quietly he closed the door after him? This surely proved him to be *neat* and *careful*.

7. "Then, you noticed, he gave up his seat instantly to that lame old man, showing that he was *kind* and *thoughtful*.

8. "You saw, too, that he took off his hat when he entered the office, and answered my

questions promptly and respectfully, showing that he was *polite* and *intelligent*.

9. “*He* picked up the book which I had purposely laid upon the floor, and replaced it on the desk; while all the other boys stepped over it, or shoved it aside. He also waited quietly for his turn, instead of pushing and crowding like the rest of the boys. This, I am sure, proved him to be *orderly* and *obliging*.

10. “As I talked with him, I noticed that his clothes were carefully brushed, his hair was in order, and his teeth white and clean. This proved him to be *no sloven*.

11. “Do you not call these things recommendations? Are they not, indeed, the very *best recommendations*? For my part, I think I can tell more about a boy by using my eyes and ears, than by all the letters he can bring me.”

DEFINITIONS.

Ād' ver tīsed , published; gave notice.	Pûr' pose ly , with intention.
Ap plī' , to ask; to make request.	Ree om men dā' tion , that which commends, or praises.
Āp' pli cants , those who apply.	Re plāced' , put in its place again.
Īn' stant ly , without delay.	Re spēet' ful ly , with respect.
In tēl' li ġent , well-informed; quick to learn.	Se lēet' ed , chose; preferred.
Nō' tīced , observed.	Slōv' en , one careless in dress or person.
O bliġ' ing , willing to do a favor.	Trans āe' tion , the doing of any business.
Per ċēive' , to see; to observe.	Wit' nessed , saw; observed.
Prōmpt' ly , at once; quickly.	

LESSON LVIII.

LITTLE BY LITTLE.

1. *Little by little*, the tiny flakes of snow fall upon the earth, covering the grass, the seeds, and the tender plants with a white robe, and protecting them from the frosts of winter.

2. *Little by little*, the gentle rain falls upon the thirsty earth, giving freshness to the withered plants, and causing the blades of grass to spring up, and the flowers to unfold their beauty.

3. *Little by little*, the acorn, after reposing a short time in the soft mold, sends upward a tiny shoot, which gradually forms the tall and massive trunk of the stately oak.

4. *Little by little*, the rills that spring from the mountain side help to make the rivulet; the rivulets unite to form the great river, which is slowly borne onward to the mighty ocean.

5. *Little by little*, the seconds make the minutes, the minutes make the hours, the hours make the day, the days make the year, and the years pass onward to eternity.

6. *Little by little*, do we grow from infancy to childhood, from childhood to youth, and from youth to manhood or womanhood; and thus, too, we decline slowly to old age and death.

7. *Little by little*, we gain the knowledge which is needed to fit us to act well our part in life,—to make us useful and happy.

8. *Little by little*, let us daily strive to add to the improvement of our minds, and the culture of our hearts,—to gain that wisdom which is not only required for happiness on earth, but which will fit us for a blissful eternity.

DEFINITIONS.

Ėũlt' ũre , improvement ; cultivation.	Mōld , fine, soft earth.
E tēr' ni ty , time without end.	Re pōs' ing , resting ; sleeping.
Grăd' u al ly , slowly ; by degrees.	Rills , very small streams ; brooks.
Hăp' pi ness , state of being happy ; bliss.	Riv' u let , a small river ; a streamlet.
	U nĭte' , to join together.

LESSON LIX.

ALL CAN HELP.

I.

Suppose a little twinkling star,
 Up in the deep-blue sky,
 Should say, "What light can reach so far,
 From such a star as I?
 Not many of my feeble rays
 On yonder earth can fall ;
 The others so much brighter blaze,
 I will not shine at all."

II.

Suppose a bright green leaf that grows
Upon the rose-bush near,
Should say, "Because I'm not a rose,
I will not linger here."
Or that a dew-drop fresh and bright,
Upon that fragrant flower,
Should say, "I'll vanish out of sight,
Because I'm not a shower."

III.

Suppose a little child should say,
"Because I'm not a man,
I will not try, in work or play,
To do what good I can."
My child, each star some light can give,
Though faintly gleaming there;
Each rose-leaf helps the plant to live,
Each dew-drop keeps it fair.

IV.

And our Good Father, up in Heaven,
Who doth all creatures view,
Even to every child has given
Some *needful work* to do.
Kind deeds toward those with whom you live,
Kind words, and actions right,
Shall, mid the deepest darkness, give
A pure and lovely light.

DEFINITION.

Văn' ish, to pass out of sight; to disappear.

LESSON LX.



DISHONESTY PUNISHED.

1. A certain rich duke, having bought a cow of one of the farmers who lived near him, requested that it should be sent to his house; and the farmer told his little son Richard to drive it there the next day.

2. The duke, who happened to be taking a walk in his morning dress, met the boy driving the cow, and noticed that the little fellow had

a great deal of trouble to keep the cow from turning out of the road.

3. As soon as Richard saw the man, not supposing him to be the duke, he called out, "Come here, man, and help me drive this cow to the duke's house, and I will give you half of what I get for doing it."

4. The duke, amused at the boy's simple request, went and helped him. As they walked along, the duke said, "How much do you think you will get for this job?"

5. "I do not know," said Richard; "but I am sure of *something*, for the folks at the duke's house are very kind people, and always make me a present when I take any thing there."

6. As they came near the house, the duke left the boy, and, calling one of his servants, put a guinea into his hand, saying, "Give that to the boy who drove the cow home."

7. As the boy was passing out of the gate, the duke came along, and said to him, "Well, my lad, how much did they give you?" "A shilling," said Richard; "and there's your share," handing him sixpence.

8. "But you surely got more than a shilling," said the duke. "No!" said the boy, with great earnestness; "that is all I received. Do you not think it is enough?"

9. "I do not," said the duke. "There must be some mistake; and, as I am acquainted with the duke, if you will go with me to the house, I think I can get you more."

10. Richard consented, and they went back. The duke rang the bell, and ordered all the servants to be called. "Now," said the duke to the boy, "point out to me the person who gave you the shilling."

11. "It was that young man with the apron," said Richard, pointing to the butler. The dishonest servant fell on his knees, confessed his guilt, and asked pardon of the duke.

12. But the duke ordered him to give the guinea to the boy, and to quit his service immediately. "You have lost," said the duke to him, "not only the money, but your situation and your character, by your covetousness and your dishonesty."

13. Richard was greatly surprised to find that the man who had assisted him in driving the cow, was the duke himself; and he at once thanked him for the favor and kindness with which he had been treated.

14. The duke was so much pleased with the worth and honesty of the boy, that he ordered him to be sent to school, and gave him a thorough education. Richard in time became a dis-

tinguished man; but he never forgot the duke's kindness, nor the means by which it had been obtained.

DEFINITIONS.

Ae quāint' ed , well-known to ; familiar.	Dis tīn' guished , noted ; eminent.
Bŭt' ler , a chief servant.	Guīn' ea , an English gold coin worth about five dollars.
Con fessed' , owned.	Im mē' di ate ly , instantly ; without delay.
Cōv' et ous ness , eagerness for gain.	Re quēst' ed , asked.
Dis hōn' est , not honest ; knavish.	Sit u ā' tion , place ; office.

LESSON LXI.

THE KIND BOYS.

1. One day, as two boys were walking along the road, they overtook a poor woman carrying a large basket full of apples. The boys thought the woman looked very pale and tired; so they said, "If you are going to the town, we will help you carry your basket."

2. "Thank you," replied the woman; "you are very kind; you see I am weak and ill." Then she told them, as they walked along, that she was a widow, and that she had a lame son to support, who had broken his leg while at work on the railroad. She said she lived in a cottage three miles away, and was now going to

market to sell the apples, as she wanted money to pay her rent.

3. "We are going the same way as you are," said the boys, in a kind manner, "and we will help you carry the basket." So they took hold of it, one on each side, and walked along with manly hearts. The poor widow was glad, and said she hoped their mother would not be angry with them.

4. "O no!" they replied; "mother has taught us to be kind to every one, and to be useful in any way we can." She then offered to give them a few of the ripest apples for their trouble. "No, thank you," said the boys; "we do not wish to be paid for what we have done. It was no more than our duty."

5. When the widow reached home, she told her lame son what had taken place on the road; and it made him feel very happy that the boys had been so kind and good to his mother. This was, to be sure, only a little thing; but it showed kind hearts and willing minds.

6. You must not wait till you can do *great things*; but begin with little deeds of kindness,—little acts of love. See the streamlet in the valley, now sparkling in the sunlight! As it flows on it becomes larger and larger, till it expands into a deep and wide river; so, if you hope to

do *greater* things one day, you must attend to the *smaller* ones now.

7. How many deeds of kindness
Even a child may do ;
Although it has so little strength,
And little wisdom too !
 8. It needs a kind and willing heart
Far more than *strength*, to prove
How much a little child may do
To others, by its love.
-

LESSON LXII.

THE BEE'S WISDOM.

1. A little girl once said to a bee which she saw flitting from flower to flower, resting a little while on each, and sipping the juice it contained: "Little bee, in some of those flowers there is poison. How can you get honey from *them*?"

2. "O, I know there is poison in some of them," replied the bee; "but there is honey too, and I am very careful to leave the poison and take only the sweet and the good. There is something sweet and good in every flower, if one only knows how to find it."

3. Then the little girl thought, "Shall I not be as wise as the bee? Shall I not try, like him, to find the *good* in every one I meet, and reject the *bad*?"

4. She earnestly resolved to do so; and, from that time, made it the constant rule of her life. The result was, she was not only happy herself, gathering sweets like the bee; but she was able to afford happiness to others, from the precious store which she laid up.

LESSON LXIII.

CHILDHOOD'S HOURS.

1. Up in the blue and starry sky,
A group of Hours one even
Met, as they took their upward flight
Into the highest Heaven.
2. And they were going there to tell
Of all that had been done
By little children, good or bad,
Since the last rising sun.
3. And some had gold and purple wings,
Some drooped like faded flowers,
And sadly went to tell the tale
That they were misspent hours.

4. Some glowed with rosy hopes and smiles,
And some shed many a tear ;
Others had loving words and acts
To carry upward there.
 5. A shining hour, with lovely plumes,
Went up to tell a deed
Of kindness, which a gentle child
Had done to one in need.
 6. And one was bearing up a prayer
A little boy had said,
Full of humility and love,
While kneeling by his bed.
 7. And thus they glided on, and gave
Their tidings, dark and bright,
To Him who marks each passing hour
Of childhood's day and night.
 8. Remember, children of the earth,
Each Hour is on its way,
Bearing its own report to Heaven,
Of all you do and say.
-

LESSON LXIV.

THE GRAIN OF SAND.

1. A grain of sand — one tiny grain — fell
into the great sea. “O, what a small thing am
I in this great world of water, this vast ocean!”

thought the grain of sand, as it sank silently down into the depths of the sea.

2. Just then a large oyster took the little grain into its shell; and there it lay a long time,—so long that at last it grew to be a beautiful pearl.

3. At length, the oyster was taken up by a man, who took the pearl out, and sold it for a great sum of money. It then went through change after change, till now it shines a lovely gem, in the crown of a mighty king.

4. From this we may learn not to repine at our lot, however lowly it may be; for we can not tell what God may have in store for us.

LESSON LXV.

THE GOOD WORD AND TRUE.

1. O, never dim thy brother's eye,
By words unkindly spoken,
Or raise the sad and bitter sigh
Of spirits weak and broken!

(2d Scholar.) The kind word,

(3d ") The soft word,

(4th ") The good word and true,

Whole Class.	{	O, let them flow!
		Ye little know
		What mighty good they do!

2. As sunshine on a gloomy day
 Will cheer each drooping flower,
 So gentle words will send a ray
 E'en through the darkest hour.
 The kind word,
 The soft word,
 The good word and true,
 O, use them well ;
Whole Class. { For who can tell
 The mighty good they do !

3. Speak to thy erring fellow-man,
 But not in anger, blindly ;
 For he will learn the better plan,
 If you but treat him kindly.
 The soft word,
 The kind word,
 The good word and true,
 Are streams of love,
Whole Class. { Sent from above,
 A mighty good to do.

4. So, if with gentleness you speak,
 You 'll raise a crown above you ;
 No richer blessing could you seek,
 For every one will love you.
 The kind word,
 The soft word,
 The good word and true,
 Let them increase,
Whole Class. { And never cease,
 TILL MIGHTY GOOD THEY DO.

LESSON LXVI.

THE BANANA-TREE.

1. The banana-tree, a picture of which is here shown, grows in warm countries.

It is one of the most useful of plants. In some parts of the world, it supplies a large part of the food of the people.

2. The leaves of this plant are often ten feet long and two broad; and the flowers grow in bunches between them. These are succeeded by large clusters of fruit.

3. No plant produces so great an amount of nourishing food on a given extent of ground as the banana. A tract of land planted with these trees, would yield more than one hundred and thirty times as much food as it would, if it were sown with wheat.



4. The banana is of very rapid growth. In about eight months after the shoots are planted, they begin to flower; and the immense cluster of fruit is ripe enough to be gathered in the tenth month. The cultivation of this plant requires very little labor or care.

5. A small garden around the native's hut, planted with bananas, produces sufficient to feed the whole family. The fruit of a single tree sometimes weighs nearly eighty pounds.

6. The unripe fruit is often used as bread, after it has been dried in the oven. In this dry state it will keep a long time without spoiling; and therefore it is usually carried by the natives when they go on a long journey, in order to afford them a supply of food.

7. The banana clusters are cut from the tree before they are ripe, when they are to be exported; and in the colder countries of the north, they are much esteemed for their sweetness and rich, mellow flavor.

DEFINITIONS.

Cul ti vā' tion , improvement ;	Im mēnse' , very large.
culture.	Noŭr' ish ing , sustaining life.
Es tēmed' , highly valued.	Sue ċēed' ed , followed.
Ex pōrt' ed , carried from one	Suf fī' cient , enough.
country to another.	Ūs' u al ly , commonly.

LESSON LXVII.

THREE BAD THINGS.

1. There are three things which all young people should strive to avoid,—*bad thoughts*, *bad words*, and *bad deeds*.

2. A *bad thought* is like poison in the mind; and the longer it remains there, the more injury it will do. The bite of a serpent or of a mad dog is not more deadly.

3. Strive then to keep all bad thoughts out of your mind. Fear them, shun them, fight against them, and earnestly pray to be kept free from them.

4. Bad thoughts usually lead to *bad words*; and bad words will surely bring him that uses them into great trouble. They creep through the ear into the heart, and lead us to break God's commandments.

5. Hence, you must carefully close your ears against bad words, and flee from those that use them as you would from a pestilence.

6. *Bad deeds* follow bad thoughts and bad words. A bad thought entered into the heart of the first boy that was ever born; and the result was, he killed his brother.

7. Keep bad thoughts out of your mind, and

you will be sure to use no bad words; and if you use no bad words, you may be kept from doing *bad deeds*.

8. Quench the first spark, and you will save the house from being set on fire. Subdue the first evil thought, and you will be sure to do no bad deed.

9. *Good thoughts* are the source of every thing else that is good. Therefore, keep good thoughts in your mind; and you will not be troubled with those three hurtful things,—*bad thoughts, bad words, and bad deeds*.

DEFINITIONS.

Děad' ly, causing death.

Ĭn' ju ry, hurt; damage.

Pěs' ti lençe, a plague; a disease that spreads rapidly.

Re mĕin', to stay.

Re ŝŭlt', effect; consequence.

Sub dŭe', to overcome; to conquer.

LESSON LXVIII.

BRAVE BOBBY.

1. Some years ago, a ship bound for China had on board, with other passengers, an officer, his wife, and their only child,—a little boy about five years old.

2. The officer had a large dog, named Bobby, which was the little boy's constant playmate.

Everybody in the ship liked Bobby, as he was so good-natured and frolicsome.

3. One evening, while the boy, who was a merry little fellow, was romping with the dog, the ship gave a sudden roll, and splash went the child into the sea.

4. A cry was at once raised, "A child overboard!" but the brave dog had already sprung over the side of the ship, clearing it like a greyhound, and was swimming toward the stern.

5. The little boy's father, half frantic, leaped with some of the sailors into the jolly-boat; but it was too dark to see far around them, and all gave up the child for lost.

6. At last, they heard a splash on the left side of the ship. "Pull on! quick! quick!" cried the father. The men rowed with all their might; and, in a moment, brave Bobby was along-side, holding up the child in his mouth.

7. The boat was rowed back to the ship, the half-drowned boy was soon restored, the parents were delighted, and brave Bobby received the caresses of all on board.

8. When the ship arrived at the Cape of Good Hope, the passengers were to be landed. The officer entered the boat, with his wife and child; but he told the sailors to hold the dog firmly till the boat was at a short distance from

the land, and then to let him go. "You will then see," said he, "what a swimmer he is."

9. Brave Bobby pulled and tugged to get loose, but all in vain; for they held him till the boat was near the shore. No sooner did the officer give the signal, than the dog, being set at liberty, dashed into the sea, and commenced to swim quickly toward the land.

10. Suddenly, as they were eagerly watching him, the poor animal set up a shrill howl, and threw himself out of the water. At first it was thought he had been seized with cramp; but a shark was after him.

11. "A shark! a shark!" the men shouted from the ship. Bobby swam right and left, showing his teeth when the shark turned toward him. But the officer in the boat soon saw that there was little chance of reaching the spot in time to save his dog. Poor Bobby was almost tired out with dodging and swimming. "Stop rowing," cried the officer to the men, "and turn the boat around!"

12. Just at that moment, the shark, which by this time had come very close to the dog, turned on his back, and opened his dreadful mouth. Bobby's strength was nearly gone; when his master rose, pointed his gun, and fired. In an instant, the water was tinged with blood;



the horrid jaws of the shark were shattered to pieces.

13. The men then rowed to the spot where Bobby was swimming, and the officer pulled the dog into the boat. The child threw his arms around him; and the men in the boat, as well as those in the ship, who had watched the scene, cried out with joy, "Hurrah! hurrah! Bobby is safe! the shark is killed! *Hurrah! HURRAH!*"

DEFINITIONS.

Em brăc's es, embraces; acts of love.

Em leār' ing, leaping over without touching.

Frăn' tie, out of one's senses.

Fröl' ie sōme, playful.

Jōl' ly-bōat, small boat belonging to a ship.

Per mīt' ting, allowing.

Sig' nal, a sign.

Tīnged, dyed; stained.

LESSON LXIX.

THE BEST WISH.

1. Say, my child, what would you do,
If a fairy said to you,
“ Bid me only wave my hand,
And before me you shall stand,
Changed in mind, and form, and voice,
To whatever is your choice ! ”
2. Soon the child's reply is heard :
“ I would be a merry bird,
Playing blithely as I please
Ever 'mid the flowers and trees ;
In the sunshine all day long,
And my only task a song ! ”
3. “ Flowers and sunshine soon will go :
Think, my child, of frost and snow ;
When the forest boughs are bare,
Will the birds be singing there ?
Pause awhile, and then rejoice
That you can not have your choice.
4. “ Rather be a *man of worth*,
Prompt to do good deeds on earth ;
Work with zeal, your task will prove
Easy as the song you love.
They have sunshine, *they* have flowers,
Who look back on well-spent hours ! ”

LESSON LXX.

THE THREE COLORS.

1. Once there was a dispute among the three colors, — Red, Blue, and Yellow, — which should be chief.

2. The Red spoke first and said, “I am ever the emblem of love. All that is warm, and sweet, and kind is found in my gay tints. I am found in the sweet pink and the blushing rose. I am loved by all. Therefore, I claim to be chief.”

3. The Blue said, “I am the emblem of truth. All that is high, and pure, and just wears my bright hue. I rise and shine from yonder sky, where all may behold me as they look up to heaven. I, therefore, claim to be chief.”

4. Then said the Yellow, “I am the emblem of light and glory. I adorn the king’s crown, and glitter in the mansions of the rich. My tints may be seen in the pure gold, and in the setting sun. Therefore, I claim to be chief.”

5. “Ah, my children!” said the Sun, “cease your strife, and show your strength and beauty where they must ever lie, — in *love* and *union*. Know you not that you all receive your tints from me?”

6. Then the three colors — Red, Blue, and

Yellow — all agreed to take the advice of the Sun, and to embrace each other in the rain-drops from the cloud. The Sun shone on them, and O, what a lovely rainbow they all made !

DEFINITIONS.

Em' blem, sign ; figure.
A dôrn', deck ; decorate.

Măn' siong, houses ; dwellings.
Em' brăçe, clasp in the arms.

LESSON LXXI.

WHAT WE OUGHT TO DO.

1. If you 've any task to do,
Let me whisper, friend, to you,
Do it.
2. If you 've anything to say,
True and needed, yea or nay,
Say it.
3. If you 've anything to love,
As a blessing from above,
Love it.
4. If you 've anything to give
That another's joy may live,
Give it.
5. If you know what torch to light,
Guiding others through the night,
Light it.

6. If you 've any debt to pay,
Rest you neither night nor day,
Pay it.
 7. If you 've any joy to hold
Next your heart, lest it grow cold,
Hold it.
 8. If you 've any grief to meet
At the loving Father's feet,
Meet it.
 9. If you 're given light to see
What a child of God should be,
See it.
 10. Whether life be bright or drear,
There 's a message, sweet and clear,
Whispered down to every ear:
Hear it.
-

LESSON LXXII.

ELLA LEE'S LESSON.

1. It was nearly time for the last bell to ring. Many children were entering the little school-house where Minnie Ford and Ella Lee were pupils. The two girls were already in their seats, and Ella hastily drew forth her book and slate and moved close to Minnie's side.

2. "Minnie," she said, "I wish you would show me how to do these sums; I can not understand them, — they are so hard!" "I am sorry, Ella," was the reply; "but I can not help you to-day. My head ached so last night, that I could not study, and I shall have to prepare my own lessons now."

3. "O dear! your head *always* aches when I need a little showing. You have plenty of time to help Hattie Hanson and the other girls." "No, Ella; that is a mistake. You know I have aided you quite as much as any of the others; and I should be glad to do so now if I could."

4. The angry girl moved quickly away, exclaiming, "Well, never mind! I'll not trouble *you* again for lessons or anything else." Minnie's eyes filled with tears, as they followed her school-mate out of the door, near which she saw a number of girls gather around Ella, to ask her what was the matter.

5. Minnie dropped her eyes upon her lesson, not yet learned; but she was not able to place her mind upon it sufficiently to lose the sound of Ella's excited voice, as she told her mates of Minnie's unkindness to her, in not helping her with her lesson. "She is cross and selfish, and I will never speak to her again," she said.

6. Poor Minnie's heart was sorely grieved at

her friend's injustice ; and the thought of it pained her all through the day. When the school was over, the girls did not walk home together, as usual ; and Ella was careful to seem very merry as she passed Minnie at her mother's gate.

7. The latter had lingered a little at the gate, hoping the trouble might be settled before they



parted for the night. But Ella did not seem to know she was waiting for her, and passed quickly on.

8. That night, while Ella slept, Minnie tossed on her little bed in all the pain of a burning fever. Sometimes she moaned and talked of

school, saying, "O Ella! I am *not* unkind! I could not help you! O, do not tell the girls not to love me!"

9. In vain Minnie's mother tried to soothe the troubled child. The excitement of the day had increased the fever, and she grew rapidly worse. The next day, Ella occupied her seat alone. She found no one to help her, and failed in most of her lessons.

10. As she left the school that day, she was out of temper and displeased with herself. Her conscience told her she had been unjust to her school-mate; but, although she feared Minnie was very sick, she was too proud to ask, and she hurried past the cottage of Mrs. Ford, on her way home.

11. The third morning came; and the girls took their seats in the school-room without any of the usual laugh and clatter and merry greeting. They had all heard the sad news which the teacher was waiting to tell them; and they knew that in the little white cottage at the foot of the street, Minnie Ford lay at the point of death.

12. There was but little study that day. The hearts of the girls were all too sad, waiting for the mournful tidings which they were afraid would come to them. Every one of them remembered the patient face, the worn dress, and

the gentle voice of the widow's daughter. Alas! some of them could not forget the scornful looks and unkind words with which they had often greeted her.

13. O, how glad would Ella Lee have been to "take back" all she had said, to "make up" with her little school-mate, and to thank her, too, for helping her so often with her lessons! But this was not to be; Minnie never entered the school-room again.

14. When the fourth morning came, the children, with hushed breath and beating hearts, passed in at the door of the cottage, to take a last look at the face of Minnie Ford, now pale in death.

15. The birds sang in the apple-tree by the door; the morning-glories shone purple and white by the window; and the roses, so often tended and so much loved by her who had departed, bloomed freshly, and filled the air with their fragrance. But these lovely objects of nature only served to make the scene within more sad and impressive.

16. The face of the dead had lost its look of pain, and there was a sweet smile around the mouth, as if no unkind look or word had ever made the lips quiver. The little trembling fingers that held the pencil so nervously on the last

day of her school life, now held white rose-buds, and seemed to grasp them firmly. The faded dress had been put aside, and the child was robed in white.

17. The girls stood around the casket, and gazed sadly at the remains of their school-mate; but Ella Lee's heart was very full. Minnie Ford had helped her learn a lesson she could never forget.

DEFINITIONS.

Čásk' et , a small chest or box.	Neg lěet' ed , not attended to;
Čŏn' science (- <i>shens</i>), knowledge	unheeded.
of our own thoughts or actions;	Něr' vous ly , with weakness;
sense of right and wrong.	not firmly.
Ex čit' ed , aroused; moved to	Ŏe' eu pīed , employed; possessed.
strong feeling.	Schŏol'-mate , one who attends
Ex čīte' ment , strong feeling;	the same school.
state of being aroused.	Tī' dings , news; intelligence.
Grēet' ed , addressed; saluted.	Un der stānd' , to know the mean-
Im přess' ive , causing deep feel-	ing of; to comprehend.
ing.	Un kind' ness , want of kindness
In jūs' tiče , wrong.	or affection.
Līn' ġered , loitered; waited.	

LESSON LXXIII.

SUPPOSE.

1. Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose are red?

And would n't it be pleasanter
To treat it as a joke,
And say you 're glad 't was *Dolly's*
And not *your* head that broke?

2. Suppose you 're dressed for walking,
And the rain comes pouring down,
Will it clear off any sooner
Because you scold and frown?
And would n't it be nicer
For you to smile than pout,
And so make sunshine in the house
When there is none without?

3. Suppose your task, my little man,
Is very hard to get,
Will it make it any easier
For you to sit and fret?
And would n't it be wiser
Than waiting like a dunce,
To go to work in earnest,
And learn the thing at once?

4. Suppose that some boys have a horse,
And some a coach and pair,
Will it tire you less while walking
To say, "It is n't fair"?
And would n't it be nobler
To keep your temper sweet,
And in your heart be thankful
You can walk upon your feet?

5. And should the world not please you,
Nor the way some people do,
Do you think the whole creation
Will be altered just for you ?
And is n't it, my boy or girl,
The wisest, bravest plan,
Whatever comes or does n't come,
TO DO THE BEST YOU CAN ?
-

LESSON LXXIV.

WALTER AND HIS KNIFE.

1. Walter had a beautiful knife given to him by his uncle. One day, as he stood by the well-curb, making an arrow for his cross-bow, the knife slipped from his hand and dropped into the well.

2. Walter looked into the deep water, but could see nothing of his knife. He ran into the house and told his father what had happened, saying that his beautiful knife was lost forever ; for he was sure no one could ever get it out of the deep well.

3. " Was the knife open or shut when it fell into the well ? " asked his father. " It was open," said Walter, " for I was making an arrow for my cross-bow."

4. " We will not give it up as lost," said his father, " until we see what can be done." He

then took a small looking-glass, and held it in such a way as to throw a bright sunbeam upon the bottom of the well.

5. "O, there it is! There it is, father!" exclaimed Walter; "I can see the pearl handle and the open blade. O, I wish the sunbeam could draw it out."

6. His father said nothing, but went into the house, and after a short time came back with a horseshoe magnet, attached to a long string. Walter wondered at first what his father was going to make of the magnet; but he soon found this out!

7. As directed by his father, Walter held the looking-glass so as to throw a sunbeam on the knife, while the magnet was lowered till it touched the bright blade, which clung fast to the magnet; and the knife was drawn up out of the well, to the great joy of its owner.

8. This simple device shows clearly the benefit of knowledge. Had the father been ignorant of the *reflective* power of the looking-glass, or the *attractive* power of the magnet, Walter's costly pearl-handled knife, doubtless, would have remained in the well to this day.

DEFINITIONS.

At tăched', fastened.

At trăet' ive, drawing.

De vîçe, plan; scheme.

Re flĕet' ive, throwing back (the light).

Re măined', stayed; continued.

LESSON LXXV.

THE BOASTING FLOWER.

1. Kissing the folded, sleeping buds,
The summer wind passed by ;
A flax flower, wakened at its touch,
Looked upward at the sky.
2. "How beautiful am I ! " it said ;
" Though earth my light receives,
The azure sky above reflects
The color of my leaves."
3. Ah ! vain and foolish little flower !
When fell the evening dew,
It only bathed a naked stem,
And scattered leaves of blue.
4. But still, as calmly over all,
Looked down the glorious sky ;
And gayly whispering to the flowers,
The summer wind went by ;
5. And still as sweetly sang the birds,
As fragrant was the air,
As brightly bloomed its sister flowers,
As if it still were there.
6. God often gives the loveliest charms
To things that soonest die ;
The fading flowers, if rightly viewed,
Will teach *humility*.

LESSON LXXVI.

DESPISE NOT GOD'S CREATURES.

1. "Of what use are flies and spiders?" said little Cora to her mother one day, after she had been looking at a curious spider's-web, and watching the cunning insect catching the flies as they flew into the mesh. "I am sure I do not see why there should be any such creatures."

2. Her mother said, "My dear child, I can not now explain to you why the all-wise Creator made the various creatures which we see around us; though, since you know that God is wise and good, you must be sure that their creation must serve some wise purpose. But I will tell you a curious story to show that even a fly or a spider may be the means of doing some good.

3. "A young prince used often to wonder, as you do now, for what purpose God made such useless creatures as flies and spiders; and he wished he had the power to kill them all. But this, of course, he could not do, although he was a prince, and the son of a great king.

4. "One day, after a battle in which his father had been defeated, the prince was obliged to conceal himself from his enemies, who were seeking to put him to death. After wandering about for some time, he lay down beneath a tree and fell

asleep. The soldiers were drawing near, and soon would have discovered him, but just at that instant a fly stung his lip and awoke him. Seeing his danger, he sprang to his feet and escaped.

5. "A short time afterwards, the prince hid himself in a cave; and during the night, a spider wove its web across the entrance. In the morn-



ing, the soldiers arrived at the cave; and while they stopped, the prince heard the following conversation.

6. "Look," cried one of them, "he is surely concealed in this cave." "No," replied another; "that is impossible; for if he had gone in there, he would have brushed down that spider's web. Let us waste no time here." And they passed on.

7. "When they had departed, the prince raised his hands and eyes to Heaven, and most devoutly thanked God for saving his life, by means of these little creatures whom he had so much despised.

8. "To this story may be added that of the famous King of Scotland, Robert Bruce. Once, after he had been fighting hard with the English, who were trying to get possession of his country, and after having lost many battles, he was obliged to seek refuge in a rough country cabin, so as to escape the fury of his enemies.

9. "Lying on a miserable bed, and looking up at the ceiling, he noticed a spider trying to swing himself from one beam to another. Nine times the insect tried, and failed every time. This reminded the warrior of his many lost battles, and he said to himself, 'I am tired out and discouraged; but if the spider succeeds on the next trial, I will make one more effort to regain my crown, and free my country.'

10. "The spider again made a spring, and this time gained its object; on which, Bruce sprang up, resolved not to despair. Again he gathered his forces together, fought a desperate battle with his English foes, and, signally defeating them, regained the throne of Scotland, and achieved the freedom of his country. The little spider taught the brave Scottish hero a useful lesson."

LESSON LXXVII.

DO YOUR BEST.

Do your best, — your very best,
And do it every day;
Little boys and little girls,
That's the wisest way.

Whatever work you have in hand,
At home or at your school,
Do your best with right good-will;
This is a golden rule.

What if your lessons should be hard,
You need not yield to sorrow;
Work bravely at your task to-day:
'I will lighter grow to-morrow.

The following table contains the products of any two factors not less than 2 nor greater than 12.

The combinations should be learned and repeated also in the *reverse* order.

$2 \times 6 = 12$	$4 \times 8 = 32$	$7 \times 9 = 63$
$3 \times 4 = 12$	$3 \times 11 = 33$	$8 \times 8 = 64$
$2 \times 7 = 14$	$5 \times 7 = 35$	$6 \times 11 = 66$
$3 \times 5 = 15$	$3 \times 12 = 36$	$7 \times 10 = 70$
$2 \times 8 = 16$	$4 \times 9 = 36$	$8 \times 9 = 72$
$4 \times 4 = 16$	$6 \times 6 = 36$	$6 \times 12 = 72$
$2 \times 9 = 18$	$4 \times 10 = 40$	$7 \times 11 = 77$
$3 \times 6 = 18$	$5 \times 8 = 40$	$8 \times 10 = 80$
$2 \times 10 = 20$	$6 \times 7 = 42$	$9 \times 9 = 81$
$4 \times 5 = 20$	$4 \times 11 = 44$	$7 \times 12 = 84$
$3 \times 7 = 21$	$5 \times 9 = 45$	$8 \times 11 = 88$
$2 \times 11 = 22$	$4 \times 12 = 48$	$9 \times 10 = 90$
$2 \times 12 = 24$	$6 \times 8 = 48$	$8 \times 12 = 96$
$3 \times 8 = 24$	$7 \times 7 = 49$	$9 \times 11 = 99$
$4 \times 6 = 24$	$5 \times 10 = 50$	$10 \times 10 = 100$
$5 \times 5 = 25$	$6 \times 9 = 54$	$10 \times 11 = 110$
$3 \times 9 = 27$	$5 \times 11 = 55$	$10 \times 12 = 120$
$4 \times 7 = 28$	$7 \times 8 = 56$	$11 \times 11 = 121$
$3 \times 10 = 30$	$6 \times 10 = 60$	$11 \times 12 = 132$
$5 \times 6 = 30$	$5 \times 12 = 60$	$12 \times 12 = 144$

ROMAN NOTATION.

I = 1	XIV = 14	LX = 60
II = 2	XV = 15	LXX = 70
III = 3	XVI = 16	LXXX = 80
IV = 4	XVII = 17	XC = 90
V = 5	XVIII = 18	C = 100
VI = 6	XIX = 19	CXIX = 119
VII = 7	XX = 20	CC = 200
VIII = 8	XXI = 21	CCX = 210
IX = 9	XXV = 25	D = 500
X = 10	XXX = 30	DCV = 605
XI = 11	XXXIV = 34	M = 1000
XII = 12	XL = 40	MDL = 1550
XIII = 13	L = 50	MDCLXVI = 1666

MDCCCLXXVI = 1876, one thousand eight hundred and seventy-six.

UNITED STATES MONEY.

10 mills make 1 cent.
 10 cents " 1 dime.
 10 dimes " 1 dollar.
 10 dollars " 1 eagle.

100 cents make 1 dollar.
 50 " " $\frac{1}{2}$ "
 25 " " $\frac{1}{4}$ "

LIQUID MEASURE.

4 gills make 1 pint.
 2 pints " 1 quart.
 4 quarts " 1 gallon.
 31 $\frac{1}{2}$ gallons " 1 barrel.

DRY MEASURE.

2 pints make 1 quart.
 2 quarts " 1 small measure.
 8 " " 1 peck.
 4 pecks " 1 bushel.

TIME MEASURE.

60 seconds make 1 minute.
 60 minutes " 1 hour.
 24 hours " 1 day.
 7 days " 1 week.
 30 or 31 days " 1 month.
 12 months " 1 year.
 365 days " 1 "
 100 years " 1 century.

Days of the Week.

Sunday.
 Monday.
 Tuesday.
 Wednesday.
 Thursday.
 Friday.
 Saturday.

Seasons of the Year.

Spring.
 Summer.
 Autumn or Fall.
 Winter.

March	}	<i>Spring Months.</i>
April		
May		
June	}	<i>Summer Months.</i>
July		
August		
September	}	<i>Autumn or Fall Months.</i>
October		
November		
December	}	<i>Winter Months.</i>
January		
February		

COMMON OR AVOIRDUPOIS WEIGHT.

16 ounces	make 1 pound.
8 “	“ $\frac{1}{2}$ “
4 “	“ $\frac{1}{4}$ “
100 pounds	“ 1 hundred weight.
20 hundred weight	“ 1 ton.
2000 pounds	“ 1 “

LONG MEASURE.

12 inches	make 1 foot.
3 feet	“ 1 yard.
$16\frac{1}{2}$ “	“ 1 rod.
$5\frac{1}{2}$ yards	“ 1 “
40 rods	“ 1 furlong.
8 furlongs	“ 1 mile.
320 rods	“ 1 “
3 miles	“ 1 league.

CLOTH MEASURE.

3 feet	make 1 yard.
36 inches	“ 1 “
18 “	“ $\frac{1}{2}$ “
9 “	“ $\frac{1}{4}$ “
$4\frac{1}{2}$ “	“ $\frac{1}{8}$ “
4 quarters	“ 1 “

SQUARE MEASURE.

144 square inches	make 1 square foot.
9 “ feet	“ 1 “ yard.
$30\frac{1}{4}$ “ yards	“ 1 “ rod.
160 “ rods	“ 1 acre.
640 acres	“ 1 square mile.

MISCELLANEOUS TABLE.

12 units	make 1 dozen.	48 pounds	make 1 bushel of barley or buckwheat.
144 “	“ 1 gross.	58 “	“ 1 bushel of corn.
12 dozen	“ 1 “	60 “	“ 1 “ “wheat.
12 gross	“ 1 great gross.	196 “	“ 1 barrel of flour.
20 units	“ 1 score.	200 “	“ 1 “ “ pork, beef, or fish.
24 sheets	“ 1 quire of paper.	280 “	“ 1 barrel of salt.
20 quires	“ 1 ream.		
32 pounds	“ 1 bushel of oats.		





South E. Mead

from

Marina

1918.

Box 7 Meade of Meade

9

not Johnson

#15

